

# Exploration of School Administrators' Experiences on Perceiving Left-Behind Children in China

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## Abstract

The purpose of this study is to deal with the increasingly serious challenge of left-behind children in China under the rapid development of China's society and focus on building specific improvement measures and operable countermeasures to solve the educational and psychological problems of rural Left-behind children in China. To achieve this goal, the research adopted a qualitative phenomenological research method to explore the views and experiences of professionals in related fields on the issue of Left-behind children in China. This study focuses on the situation of Left-behind children in rural areas in China. Through interviews, the researchers conduct face-to-face or online interviews with school administrators, psychologists, and practitioners in other relevant fields to obtain their unique views and experiences on the education and psychological problems of Left-behind children in China. The interview employed open-ended questions and encouraged respondents to express their thoughts and stories plainly, to reveal specific measures and effective countermeasures to solve the problem. By collecting and carefully analyzing interview data, we extracted key themes and models to deeply understand the role and contribution of education administrators and professionals in promoting the education and psychological health of rural Left-behind children in China. The results of the study provide empirical support for the development of specific improvement measures and operational countermeasures for Left-behind children in China and offer useful guidance and suggestions for relevant decision-makers and practitioners. Through this study, we hope to provide practical insights and solutions to the educational and psychological problems of rural Left-behind children in China. At the same time, this study suggests references for social managers, educators, and researchers in China and other similar regions to jointly address the problem of Left-behind children in China and flourish their comprehensive development and healthy growth.

**Keywords:** Education Administrator, Left-Behind Children In China, Education Development, Psychological Health

## Introduction

### Research Background

With acceleration of urbanization process, a large number of rural young adult labor force have entered the cities to work, resulting in a large number of rural Left-behind children in China in rural areas. Left-behind children in China have always been an important object of social concern. Some of studies have shown that separation from both or one of their parents to a large extent will have a negative impact on the individual education of Left-behind children in China, and even directly affect the long-term well-being and development opportunities of Left-behind children in China. Rural Left-behind children in China are a large group of Left-behind children in China. There are a large number of Left-behind children in China in low - and middle-income countries in the world. In the Philippines, there are 3 million to 5 million Left-behind children in China whose parents work overseas for years, and about 1 million in Indonesia (Zhao, Zhou, & Wang, 2017).

According to China's seventh national census in 2021, by the end of the 13th Five Year Plan period, there were 6.436 million rural Left-behind children in China in China, 96% of whom were under the guardianship of grandparents or other relatives (Li & Li, 2023). Moreover, Left-behind children in China are mostly located in rural areas. Compared with urban areas, they lack public education resources and family cultural capital, which makes the learning situation of rural Left-behind children in China more difficult. Due to the absence of parents and the limited knowledge, most Left-behind children in China lack supervision on family education, have no clear learning purpose, and have no good learning habits, truancy, weariness and even dropout often occur (Dong, 2023).

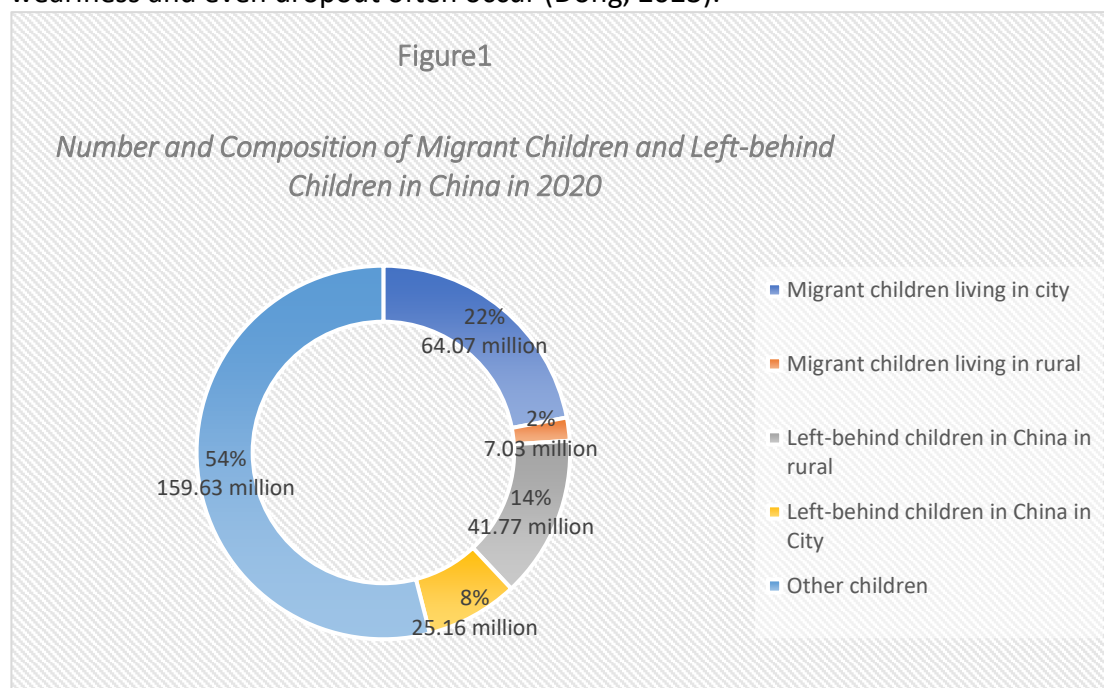
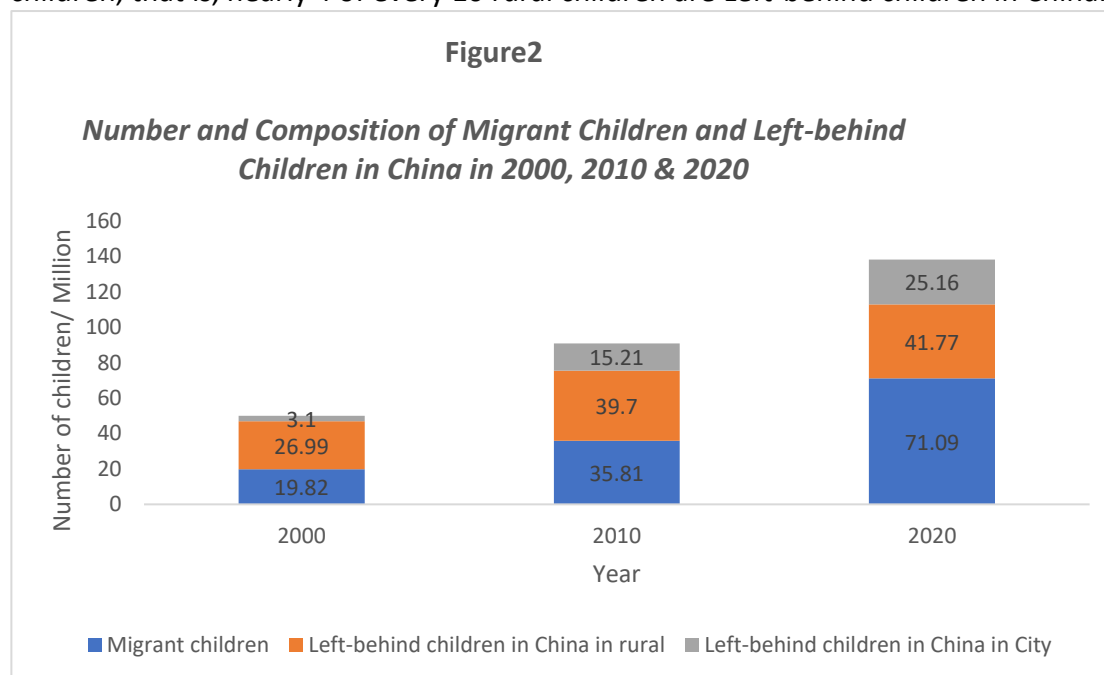


Figure 1 illustrated a consistent of general trend on urbanization, the total number of children affected by population migration in 2020 has increased by 47.3 million compared with 2010, and the number of migrant children is twice that of 2010. The scale of urban left-behind children in China has increased by 65.4%, while the increase and growth of rural left-behind children in China are small, with an increase of only 2.07 million in ten years, with an increase of only 5.2%. However, under the background that the overall scale of rural children in China

has dropped by 28.6% compared with 2010, the population of rural Left-behind children in China has increased rather than decreased, and the proportion of rural children has increased significantly, highlighting that the problem of rural Left-behind children in China has intensified with the deepening of urbanization. It is worth noting that the composition of children affected by mobility in 2020 has changed significantly compared with 2010: the number of Left-behind children in China in 2010 was significantly more than that of migrant children, and this model will no longer exist in 2020. In 2020, migrant children accounted for 51.5% of children affected by mobility, which is slightly more than Left-behind children in China. This indicates that compared to 2010, more children are moving with their parents or going out to study and work alone. This change has its policy support, including a series of policies such as new urbanization construction, reform of registered residence system, and on-site enrollment of migrant children. In 2020, the proportion of migrant children among all children was 23.9%, slightly lower than the proportion of all migrant population in the total population of the country (26.6%). Mobile children mainly come from rural areas, accounting for 79.7% of all mobile children. Mobile children are mainly concentrated in urban areas. In 2020, the number of mobile children living in urban areas reached 64.07 million, accounting for 90.1% of all mobile children and 34.2% of all urban children. That is to say, one out of every three urban children is a mobile child. Left behind children are mainly concentrated in rural areas. In 2020, the number of Left-behind children in China in rural areas will reach 41.77 million, 18,19, accounting for 62.4% of all Left-behind children in China, and 37.9% of all rural children, that is, nearly 4 of every 10 rural children are Left-behind children in China.



Left-behind children in China in rural areas are in a critical period of physical and psychological growth. Because their parents have been away for a long time, they have little company with their children, which is likely to lead to psychological health problems of Left-behind children in China. Lack of family education, Left-behind children in China lack care and love in their daily life, and are prone to loneliness and inferiority complex (Liu et al.,2023). Childhood is the development stage of adolescence, which not only has a certain sense of self, but also considers the feelings of others. It is easy to be sensitive in the process of communication and prone to Communication disorder. Among the Left-behind children in China, there is also the

phenomenon that their parents are far away, they are more inclined to solve problems by themselves when they encounter problems and deal with problems. Due to their early stay experience, Left-behind children in China are more sensitive in getting along with others, and some are even afraid of getting along with others (Chen, 2023). Therefore, it is more realistic and urgent to study the education and psychological health of Left-behind children in China.

### ***Research Significance***

For the special and extensive group of rural Left-behind children in China, the lack of inadequacy of family education is caused by the parents' going out to work, "intergenerational care" and other reasons, so school administrators and teachers need to take more responsibility in the education of Left-behind children in China, both the responsibility of school daily education management and part of the responsibility of family education due to the lack of family education (Li, 2023). Therefore, rural schools are faced with many educational problems, including weak school teachers, backward school education concepts, poor communication between home and school, lack of psychological and other effective education guidance, which makes rural Left-behind children in China more prone to moral development crisis, behavior anomie, personal safety cannot be effectively guaranteed and other adverse problems, as well as the whole society is also easy to define rural Left-behind children in China as "problem children" (Han, 2023). Therefore, the education problems faced by rural Left-behind children in China are also educational problems faced by school administrators, which are closely related to the government, social environment, schools, families and other forces, and require the joint participation of various forces. But at the same time, the school is the main position for students to receive education, and the key force among all forces. When solving the education problems faced by rural Left-behind children in China, education managers need to take more responsibility.

### ***Research Objectives and Questions***

At present, although many scholars at home and abroad have carried out a lot of exploration and research on rural Left-behind children in China. On the basis of previous studies, combined with the actual situation of Left-behind children in China in rural areas, this research will focus on "exploring the real educational problems and psychological problems of Left-behind children in China in rural areas", and from the perspective of education managers, it is committed to building concrete and perfect measures and operable countermeasures to solve the educational and psychological problems of Left-behind children in China in rural areas. In order to achieve the above research objectives, this study will use qualitative research methods for analysis. And answer the following research questions:

What are the roles and contributions of education administrators in promoting the educational development of Left-behind children in China?

What are the roles and contributions of education administrators in promoting the psychological health of Left-behind children in China?

What are the challenges and obstacles faced by education managers?

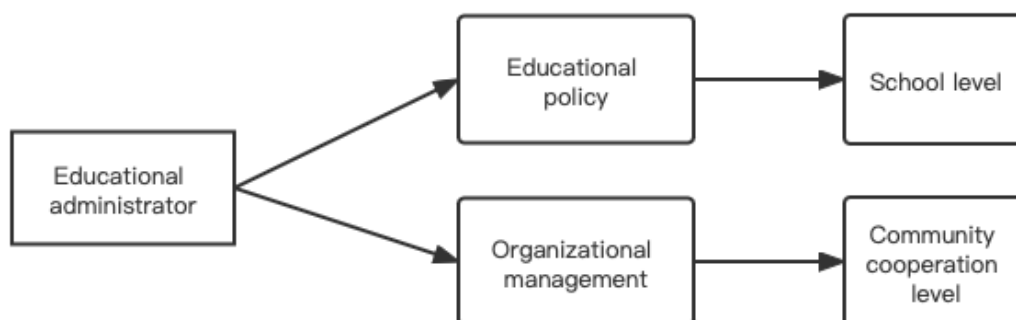
### ***Theoretical Framework Instructional Leadership Theory***

In the conceptual jungle of educational leadership, instructional leadership is a classic and still dynamic theoretical model. In this regard, the academic community often traces it back to a series of original works done by Philip Hallinger and his colleagues in the early 1980s. They conceptualized the vague image of the principal as a teaching leader, dividing it into three

dimensions: "establishing a vision," "managing teaching," and "creating an atmosphere" (Hallinger&Murphy, 1985), and developed the widely used Principal Instructional Management Rating Scale (PIMRS) in academia (Hallinger, 2012). It can be said that the introduction of the concept and tools of educational leadership officially opened the prelude to the study of educational leadership, breaking away from the "matrix" of educational administration and management, and becoming a relatively independent research field; Meanwhile, due to the focus of teaching leadership on "teaching and learning" as the technical core of the school organization (Hoy&Miskel, 2008), the characteristics of school leadership are more prominent compared to other leadership concepts. In recent years, research and practice on "leadership for learning" have flourished globally, but upon closer examination, it is not difficult to find that its core is the genes of teaching leadership theory (Hallinger, 2010). In this article, the educational leadership theory will study how education administrators play a leading role in promoting educational reform and student development, which can be used to explore the specific role of education administrators in promoting the educational development of Left-behind children in China and the specific help they give to Left-behind children in China.

**Figure3**

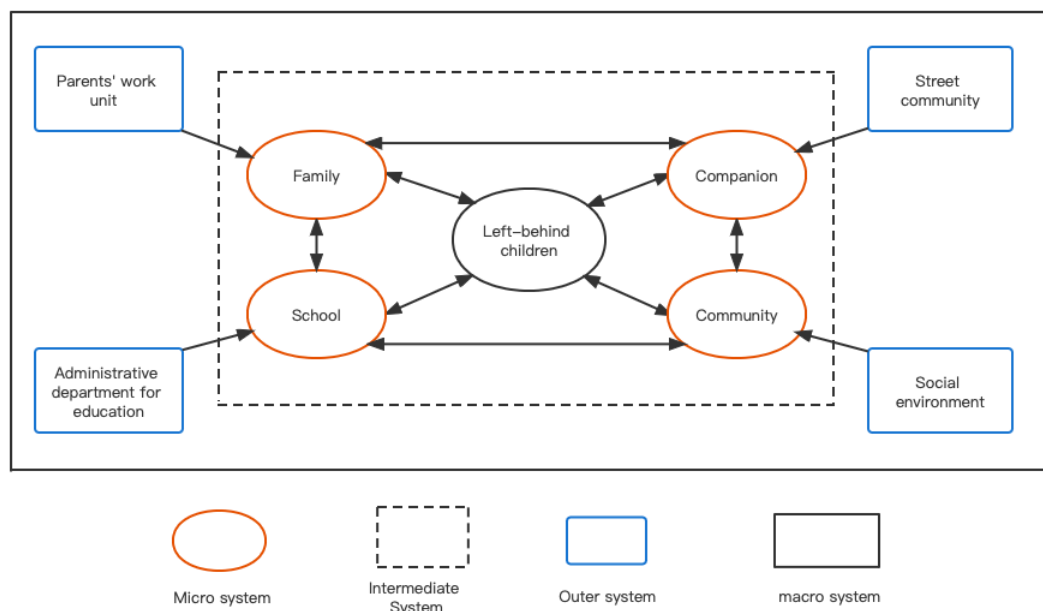
***Instructional Leadership Theory***



***Ecosystem Development Theory***

Ecosystem Development Theory was put forward by Bronfenbrenner (1979) believed that the theory was that the development of individuals was in a system of interactive environmental psychological systems, and the physical and psychological development of individuals was affected by the system. The interaction between the developing individuals and the system, and individuals and ecosystems would change over time. This change was affected by many factors. Among them are Microsystems, Mesosystems, Exosystems, Macrosystems, and Chronosystems, each containing roles, norms, and rules that can effectively influence development (Rus et al., 2020). Based on the above limitations and challenges, this theory provides researchers with more in-depth insight, so that they can more comprehensively and comprehensively understand the situation of rural Left-behind children in China. By using this theory, researchers can deeply study all aspects of the education of Left-behind children in China, so as to give more accurate suggestions based on the research results.

Figure4

**Ecosystem Development Theory****Literature Review*****Educational and Psychological Problems of Left-behind children in China in Rural Areas***

Children are in a critical period of growth in primary school, during which their personality shaping, personality improvement, emotional and psychological qualities are initially formed, which is crucial for their later growth and development. If good behavioral habits are developed during this period, it will have a certain impact on the rebellious psychology of adolescence. Xing (2022). Liu (2019) proposed the introduction that Left-behind children in China are basically fostered in alternate generations because they have been separated from their parents for a long time. From the perspective of children, due to a long-term lack of parental care and educational guidance, a lack of sense of security and belonging, psychological health issues are greatly affected. Some Left-behind children in China are introverted, have weak feelings, are not good at communicating with others, and have psychological problems of depression and inferiority. Moreover, the perception of self-awareness, the recognition of prosocial behavior, and the handling of good interpersonal relationships are all preliminarily standardized in primary school (Wang&Liu, 2022). Therefore, at this stage, Left-behind children in China must be given enough attention and care. Mao et al (2020) proposed that parental absence may lead to a decrease in children's psychological health and reduce their efforts in the classroom. Especially, the absence of mothers seems to have a sustained negative impact on children's development. Wang et al (2020) pointed out that the impact of parental migration on left behind boys and girls is different, and parental migration leads to a significant increase in anxiety levels in left behind girls. Left-behind children in China may have some shortcomings in education as well as in psychology. Liu et al (2023) pointed out that in many rural households, the argument that "education is useless" still exists for a long time in rural areas, especially in more remote areas. Although a series of important measures have been taken, the deep contradictions and prominent problems that affect the healthy development of rural Left-behind children in China have not yet been fundapsychologically solved. Tong et al (2019) proposed that looking at the current development status of rural areas in China, it can be seen that the majority of

surplus labor force is gradually turning to cities for development, while the remaining rural areas are mostly elderly, children, women, and children. Usually, left behind families are mainly composed of the elderly and children, and the elderly have limited mobility and energy, making it difficult to take care of their children. Even with the awareness of fulfilling guardianship responsibilities, the vast majority of rural elderly people are unable to meet the requirements of children's education due to their low level of education. Fan (2022) proposed that the feudal ideology of rural elderly people is deeply rooted, and their ability to accept and understand modern things is poor. There is a huge generation gap with children, which further intensifies their rebellious emotions and has a counterproductive effect. Therefore, we can see that there are still many educational problems for Left-behind children in China in rural areas.

### ***Education administrators have made important contributions to Left-behind children in China***

Li (2021) proposed a "four in one" care support network consisting of government, experts, schools, and charity support. Relying on care projects, schools carry out care actions from the creation of care environments, education, and emotional support. Starting from the real needs of Left-behind children in China, carry out targeted activities to care for Left-behind children in China, including the creation of family environment, academic support and emotional care, and provide spiritual care for Left-behind children in China. Zhao (2018) proposed that the physical quality and ability of principals in rural areas, school teachers, and the internal and external environment of schools present the essence of leadership effectiveness of rural primary schools, which can be seen that principals can solve the psychological problems of Left-behind children in China to a certain extent, and can also give appropriate care to Left-behind children in China. At present, there is not a lot of literature research on the impact of education administrators on Left-behind children in China, but more focused on the development of Left-behind children in China. Therefore, this research has certain significance. According to Central People's Government of the People's Republic of China (2021) proposed that in order to better care and serve rural Left-behind children in China and children in need in Hebei Province, China, children's homes around the country should conduct a thorough investigation in their jurisdiction, establish a relief account, and carry out targeted activities such as life care, communication and guidance, gratitude education, and pair helping. In addition, our province also guides social organizations to enter children's homes through government procurement of services, providing integrated services such as games, entertainment, education, health, and social psychological support to children, and further promoting the in-depth development of the creation of children's homes. Zhao et al (2023) also pointed out that principals can turn students' learning atmosphere into a positive school atmosphere. A good school atmosphere can give Left-behind children in China some care, thus promoting the achievement motivation of Left-behind children in China.

## **Methods**

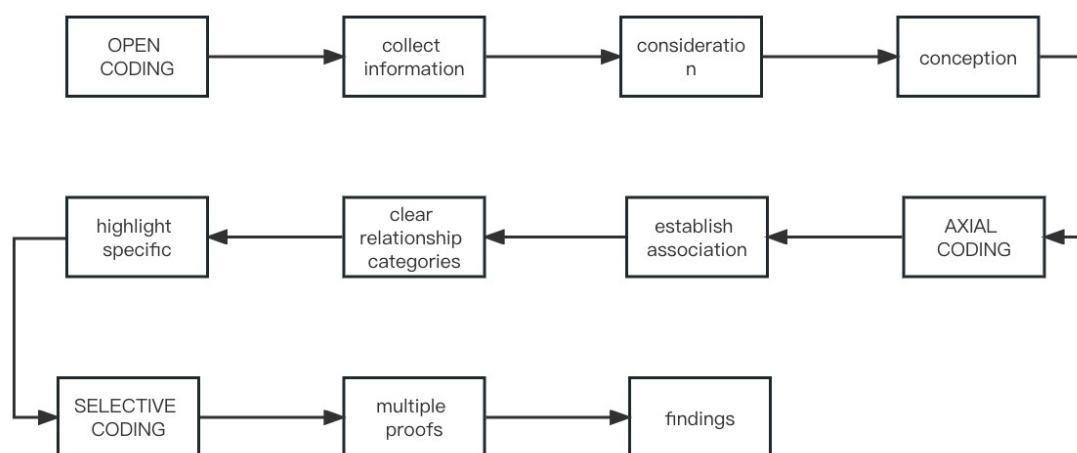
### ***Research design***

This study aims to deeply explore the experiences of principals and vice principals in three primary schools in Hebei Province, and understand their roles and contributions in educational management. Using qualitative research methods, including document analysis and interview, to obtain detailed data. The interview method used in qualitative research in

this study involves selecting several interviewees for targeted survey interviews, and then summarizing, categorizing, and organizing the research topic to obtain corresponding research conclusions. In response to the key issues that need to be explored, the study adopted a one-on-one and face-to-face conversation with the interviewees, in which further discussions were deepened to obtain more research information. By implementing qualitative data analysis and non-standardized induction, while collecting relatively inaccurate, scattered, and scenario related data, the original data is organized (coded) according to the problem category it reflects, that is, following the steps of the three-level coding program flowchart (as shown in Figure 5) to draw mutually supportive conclusions and evidence.

**Figure5**

**Three-level Coding Program Flowchart**



Open coding refers to the analysis of all contents of a material, the discovery and definition of implicit concepts and their attributes in the material (Croker, 2009). The main task of associative encoding (principal axis encoding) is to discover and establish the relationship between concepts and categories, in order to achieve a more accurate and comprehensive explanation of phenomena (Bogdan & Biklen, 1997). Selective encoding refers to the process of conceptualizing and supplementing categories that have not yet fully developed, as researchers have already identified the theme of the research plan and selected the core category. As long as they systematically connect with other categories and verify their relationships, the process is ultimately completed (Glaser&Strauss, 2009).

Researchers establish a theoretical framework through extensive literature research, including academic papers, policy documents, and empirical research. In-depth interviews with principals and vice-principals using semi-structured interviews to understand their experiences, perspectives and perceptions, data collection. The collected data is gradually refined and summarized for analysis, and Qualitative data collection methods (interviews with principals) and qualitative data analysis software is used to support organization and pattern recognition. Finally, based on the comprehensive reading of literature and interview results, the theoretical findings on the role and contribution of education managers are proposed to provide academic support for strategies and policies to improve the educational development of rural Left-behind children in China.



### Research Location

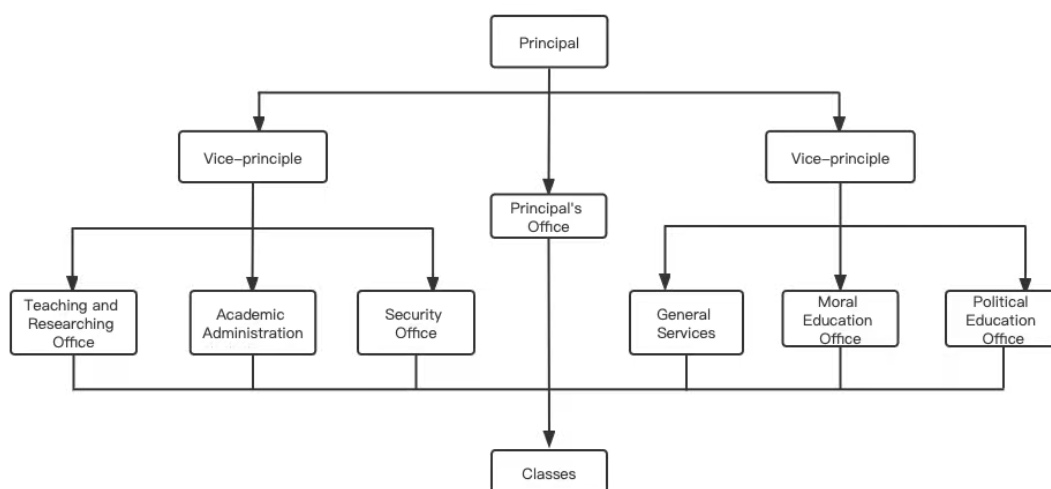
This study chose Zhaoba Township Dazhen Primary School, Nanying Township Primary School and Dazhen Primary School as cases for three reasons. First of all, these three primary schools are located in the northern rural area of the capital of Hebei Province, which has a large population, and most of the young labor force goes out to work, resulting in more left-behind children in China. Moreover, the rural areas where these three primary schools are located have experienced rapid urban construction in recent years, with a relatively large number of newly built residential areas. Moreover, these three primary schools are located in rural areas, surrounded by new communities. In addition to the compulsory education school district system, there are a large number of Left-behind children in China in these three primary schools, and the education problem is particularly prominent, especially the problem of Left-behind children in China. Secondly, although these three primary schools are located in rural areas, they are located in the northernmost part of the area and also belong to the Desakota, so their geographical location is relatively special. These three primary schools are located in rural areas with relatively convenient transportation and are a public county-level primary school funded by the county finance. Therefore, these three primary schools are representative rural schools in the context of the new Desakota, and can be used as cases in this study. Finally, these three primary schools have more students, each grade has more than ten classes, and each class has Left-behind children in China. They are a super large rural primary school. The capacity of the school community is large enough, which can provide more references for education administrators to answer questions and facilitate interviews and data collection. Therefore, the decision to interview education managers will have a certain representativeness.

### Research Informant

Through the application of qualitative research method, reading literature method and interview method, this study was deeply understand the experience of principals and vice principals in education management of three primary schools in Hebei Province, and provide substantive contributions to the education of rural Left-behind children in China. During the research process, the researchers found that the organizational arrangement framework of rural primary schools in China is shown in Figure 6:

**Figure6**

### Organizational Arrangement Framework of Rural Primary Schools



Therefore, the researchers decided to select three individuals from each primary school as informants for the pre-interview session to ensure the quality and credibility of the interview questions. After completing the pre interview and repeated selection, a total of nine principals and vice principals were selected for in-depth interviewee session from the three primary schools. The informants were coded  $A_1, A_2, A_3, B_1, B_2, B_3, C_1, C_2, C_3$  respectively to warrant anonymity and confidentiality. The study received approval from the school principal and consent from the informants to conduct the interview.

## **Results**

### ***Research analysis***

This study presents the narratives in the form of a table. The first column of the table is the code of the interviewee, which represent nine English alphabet, namely  $A_1, A_2, A_3, B_1, B_2, B_3, C_1, C_2, C_3$ . The second column is a summary of the interviewer's conversation content. Encoding is the core content extracted by researchers based on the content of the conversation. Due to the fact that open coding summarizes the entire content of the interview, which is complex and overlaps with the content of correlation coding and selective coding, due to space limitations, this study will not explore the specific content of open coding. Based on the induction of open coding, through the analysis and research of the "conceptual naming" obtained and the semantic relationship between them, the developed themes are summarized and sorted out. After eliminating the redundant views, these six relational codes about Left-behind children in China are formed by the education administrator.

***An in-depth analysis of the practice and challenges of education administrators in promoting the educational development of Left-behind children in China in rural areas*****Table1***Record and summary of narratives on "challenges of education managers in promoting the educational development of Left-behind children in China"*

Informant	Narratives	Themes
A <sub>3</sub>	Because excellent teachers are often unwilling to work in rural areas.	Shortage of teachers and quality issues
B <sub>1</sub>	Left-behind children in China in rural areas are generally faced with problems such as family economic difficulties, parents' lack of education awareness, inconvenient transportation, etc., and are prone to student turnover and dropout.	Student turnover and dropout issues
B <sub>2</sub>	The quality of education in rural areas is generally relatively low, with a significant gap compared to urban areas.	Education quality and gap issues
C <sub>3</sub>	Infrastructure construction in rural areas is relatively lagging, and school conditions may be poor.	Incomplete infrastructure

It can be seen from the above that education administrators face many challenges and obstacles in promoting the educational development of rural Left-behind children in China. This includes limited resources, inadequate infrastructure, teacher shortages and quality issues, student turnover and dropout issues, education quality and disparities, as well as social and cultural differences. In order to address these challenges, education managers need to actively cooperate with the community and promote community participation; Utilize the internet and technological applications to provide convenient educational resources; Conduct family visits and care, establish close contact with parents; Establish a cooperative network and work together with other regions or institutions to solve problems. Through the comprehensive application of these strategies and measures, education administrators can overcome difficulties, promote the comprehensive development of education for rural Left-behind children in China, and make every child have equal educational opportunities and high-quality educational resources.

**Table2**

*Record and summary of narratives on "the role of education managers in promoting the educational development of Left-behind children in China"*

Informant	Narratives	Themes
A <sub>1</sub>	We have a responsibility to ensure that every child receives a good education. We play a key role in promoting the educational development of Left-behind children in China. We should strive to create a warm and beneficial learning environment for Left-behind children in China, so that they can have the opportunity to develop their potential.	Education Administrator
A <sub>2</sub>	We have actively participated in the formulation of policies to ensure that the education of Left-behind children in China receives adequate attention and support.	Policy Maker
B <sub>2</sub>	We cooperate with government departments to strive for more resources and funds for education projects for Left-behind children in China. When necessary, we will also cooperate with donor agencies and enterprises to strive for sponsorship and donations to provide Left-behind children in China with necessary resources such as teaching materials, learning equipment and learning places.	Resource Raiser
B <sub>3</sub>	We have developed special education plans to meet the learning needs of Left-behind children in China. For example, we have also carried out thematic class meetings, community activities and so on at a specific time.	Education Planner
C <sub>1</sub>	We organize specialized training courses to teach teachers how to understand and care for left behind children, and adopt teaching strategies and methods that are suitable for them.	Teacher Trainer
C <sub>3</sub>	We have established an effective evaluation system to track the learning progress and	Evaluation Supervisor

development of Left-behind children in China. We focus on their academic performance, psychological health, and social skills.

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By playing the above roles, education administrators have made remarkable achievements in promoting the educational development of Left-behind children in China. They strive for policy support and resources to provide better learning opportunities and development environment for Left-behind children in China. The improvement of education planning and teacher training enables teachers to better understand and care about Left-behind children in China, adopt teaching strategies suitable for them, and stimulate their learning interest and creativity. Regular evaluation and supervision ensure the quality and effect of education and provide personalized support and guidance for Left-behind children in China. These efforts and achievements enable Left-behind children in China to give full play to their potential and achieve personal growth and success. They have received good education, improved academic performance, developed social skills, and enhanced self-confidence and self-esteem. With the attention and support of education managers, left behind children have gained broader development opportunities and laid a solid foundation for their future.

**Table3**

*Record and summary of narratives on "education managers' strategies for promoting the educational development of Left-behind children in China"*

Informant	Narratives	Themes	
B <sub>3</sub>	As I said just now, since the parents of Left-behind children in China are not around, they are often accompanied by older people, and it is inconvenient for the elderly to supervise children. Therefore, I think boarding schools should be established to provide accommodation, meals and learning environment for Left-behind children in China. In this way, Left-behind children in China can study at ease in school, solve the housing problem, and provide stable learning opportunities.	Establishing Schools	Boarding
A <sub>3</sub>	The development of network technology is very fast now. I can install multimedia in schools and introduce an online learning platform, so even if we don't have so many music, sports, and beauty teachers, children can still learn what they should have learned through watching the internet. We are also constantly providing training among teachers. We will ask our teachers to take care of these children in a reasonable way, and also have them provide after-school tutoring.	Applied Technology	Educational
A <sub>1</sub>	We are also constantly self-learning and learning how to manage these children more appropriately, so that their education can take them to the next level.	Self Training	
B <sub>2</sub>	We also regularly schedule phone calls so that children can have video calls with their parents.	Establishing Communication Network	
C <sub>3</sub>	We will establish a family school cooperation mechanism to involve parents in their children's education.	Establishing Home-School Cooperation Network	

In the face of how to exactly improve the most effective strategies for the educational development of rural Left-behind children in China, the education administrator said that this can successfully improve the educational development of rural Left-behind children in China. Left-behind children in China have access to a stable learning environment and resources. They can access high-quality educational content and receive professional teachers and community support. Such an educational environment will help to improve the learning achievements and comprehensive development of Left-behind children in China and lay a good foundation for their future.

#### Table4

*Record and summary of narratives on "education administrators' practice in promoting the educational development of Left-behind children in China"*

Informant	Narratives	Themes
A <sub>2</sub>	We have a dedicated vice principal here, and they will have a dedicated supervisory department under their command. This specialized team can be used to supervise and manage the teaching of these children	Establish a supervisory agency or team
A <sub>1</sub>	I will conduct a preliminary assessment of the educational status of children by developing standards for evaluating teachers.	Clarify educational standards and indicators
C <sub>1</sub>	I will work with the principal and another vice principal to periodically observe students' exam results, their classroom performance, and teachers' teaching performance, in order to promptly identify problems and improve them.	Diversified evaluation methods and tools
C <sub>2</sub>	Due to the different nature of Left-behind children in China, parents can not participate in the education of Left-behind children in China in a timely manner. Therefore, parents' participation and feedback mechanism can be established to encourage teachers, students and parents to participate. Through the network, they can receive feedback and opinions on education, help identify problems and improve direction.	Participation and feedback mechanism

$B_1$	I will also regularly go to the city to learn how to scientifically manage children's education and seek help from the city.	External evaluation and review
$B_3$	I will have professionals establish a data management system to conduct more scientific educational management by collecting, analyzing, and utilizing educational data.	Data driven decision-making
$A_3$	Our school will cooperate with social welfare departments and health departments to ensure the development of Left-behind children in China.	Cross department psychological cooperation
$B_2$	Our school will provide financial assistance, nearby enrollment, and educational preferential policies to these children to ensure their educational security	Develop policies for Left-behind children in China

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According to the interview with the interviewees, the quality and effect of education for rural Left-behind children in China can be monitored and improved by setting up a supervision organization or team, clarifying education standards and indicators, adopting diversified evaluation methods and tools, regularly evaluating and monitoring education, establishing a participation and feedback mechanism, and using the evaluation results for decision-making and improvement, Provide them with better educational opportunities and development environment. These measures have indeed had a positive impact on Left-behind children in China in practice and provided them with practical benefits and well-being.

***An in-depth analysis of the practice and challenges of education administrators in promoting the psychological development of Left-behind children in China in rural areas***

Before the interview, the researchers interpreted the questions of the interviewees, and the results showed that the interviewees generally believed that psychological education for Left-behind children in China was crucial. This finding further emphasizes the importance of psychological education in the development of Left-behind children in China, and provides professional insights to support further research and practice in this field.



**Table5**

*Record and summary of interview data on "education managers' challenges in promoting the psychological health of Left-behind children in China"*

Informant	Narratives	Themes
B <sub>3</sub>	I may face the problem of insufficient resources. Our school lacks a professional psychological support team to provide timely and effective psychological support and counseling services for Left-behind children in China. This may limit our ability to solve psychological problems.	Insufficient resources
A <sub>3</sub>	Our school may also face difficulties in identifying and diagnosing psychological problems. Left-behind children in China are often unwilling to express their feelings, and they may hide their psychological problems. As non professional psychologists, we may not be able to accurately identify and diagnose these issues.	Difficulties in identifying and diagnosing psychological problems
A <sub>1</sub>	We should know that the psychological development of Left-behind children in China needs support from families and communities, but sometimes parents lack psychological health awareness and knowledge, and community resources and support networks are not perfect. This may make it difficult for our school to obtain sufficient support to solve psychological problems.	Insufficient family and community support
C <sub>2</sub>	Left-behind children in China may face various psychological health problems, which are diverse and complex. We also need professional knowledge and skills to address these issues, but we may lack these professional backgrounds	The complexity of psychological health issues

Through the above research, it is found that educational administrators face several important challenges in solving the psychological development problems of rural Left-behind children in China. Firstly, insufficient resources are a common problem, and educational institutions often lack professional psychological support teams, resulting in the inability to provide timely and effective psychological support and counseling services. Secondly, the difficulty in identifying and diagnosing psychological problems is also one of the challenges faced by education managers. Left-behind children in China are often unwilling to express their feelings and hide their psychological problems, which is a challenge for non professional psychological consultants.

In addition, education managers also face the problem of insufficient support from families and communities. The psychological development of Left-behind children in China needs the support of families and communities, but sometimes parents lack psychological health awareness and knowledge, and community resources and support networks are not perfect. This may make it difficult for education managers to obtain sufficient support to solve psychological problems.

The complexity of psychological health issues is also a challenge. Left-behind children in China may face various psychological health problems, which are diverse and complex. Due to a lack of professional knowledge and skills, education managers may find it difficult to address these complex issues.

**Table6**

*Record and summary of narratives on "the role of education managers in promoting the psychological health of Left-behind children in China"*

Informant	Narratives	Themes
B <sub>1</sub>	We will establish a dedicated psychological health education committee or group, composed of school leaders and psychological health experts, responsible for formulating policies, guiding teachers, and coordinating related activities.	System guarantees
A <sub>1</sub>	Our school will provide certain financial assistance and regularly invite psychological counselors or experts for training and lectures.	Financial aid
B <sub>2</sub>	Our school will hold cultural and artistic festivals with a theme of psychological health, as well as related themed class meetings.	Activity implementation
C <sub>1</sub>	Our school can incorporate psychological health education into its curriculum and provide relevant courses or modules for students.	Course teaching

Through observation and analysis of interview results, it is found that school leaders play a key role in promoting the psychological health education of Left-behind children in China. They can motivate teachers and provide comprehensive psychological support. The evaluation of the effectiveness of psychological education can be carried out using methods such as student questionnaires, behavior observation, and score analysis. Implementation and evaluation need to consider the actual situation and resources of the school to ensure the effectiveness and sustainability of education. School leaders play an important role, need to have professional knowledge and skills, develop appropriate strategies, and promote the development of psychological health education for Left-behind children in China. To sum up, their professionalism and role play can provide comprehensive and effective support for Left-

behind children in China and promote their psychological health and comprehensive development.

### Table7

*Record and summary of narratives on "education managers' strategies to promote the psychological health of Left-behind children in China"*

Informant	Narratives	Themes
A <sub>1</sub>	Our school will strive to create a friendly, inclusive and supportive learning environment to make Left-behind children in China feel safe and respected.	Creating a Friendly Learning Environment
A <sub>3</sub>	Our school can actively promote the integration of Left-behind children in China and local communities, and will organize community activities to let Left-behind children in China feel real warmth.	Strengthening social integration
C <sub>1</sub>	Our school will regularly provide parents and friends with parenting knowledge and resources, and sometimes we will discuss and solve the problems faced by Left-behind children in China together.	Establish a parent contact network
C <sub>2</sub>	Our school will provide training to teachers on their psychological support skills, teaching strategies, and communication skills, so that children can feel warmth.	Provide professional training

According to the interview results, the school can take a series of professional measures to further improve the physical and psychological development measures of Left-behind children in China. First, strengthen psychological health support, including providing psychological counseling services, psychological counseling and psychological counseling, to help Left-behind children in China cope with setbacks and emotional problems. Secondly, professional training should be provided to enhance teachers' and counselors' knowledge and skills in psychological health education, so that they can better understand and support the psychological needs of Left-behind children in China. In addition, we should establish a family support network and work closely with parents to provide family education guidance and family psychological support, so as to promote the cooperation between families and schools to jointly focus on the development of Left-behind children in China. At the same time, create a friendly learning environment, and cultivate Left-behind children in China's self-esteem and sense of belonging through active campus culture and social activities. Strengthen social integration, help Left-behind children in China to participate in social activities and expand their social circle and interpersonal relationships through the support of community

resources and volunteer organizations. Finally, strengthen cooperation with other institutions, including social welfare institutions, psychological health institutions and education departments, to jointly provide comprehensive services and resources to ensure that Left-behind children in China receive comprehensive, personalized and effective support. In a word, the comprehensive implementation of these professional measures will contribute to the physical and psychological development and learning growth of Left-behind children in China, and provide them with more comprehensive and targeted support.

### **Discussion**

When discussing the issue of improving the education of rural Left-behind children in China, we are faced with a series of important problems and challenges. The interviewee proposed how to reasonably allocate educational resources to meet the needs of rural Left-behind children in China. This needs to take into account the actual situation and demand differences in different regions to ensure fair allocation of resources. Attention needs to be paid to the construction and improvement of educational facilities, the allocation and training of teachers, and the provision of textbooks and courses. In addition, the interviewees pointed out that teacher training is also a key issue, and it is crucial to provide high-quality teacher training for rural Left-behind children in China. We need to discuss how to improve teacher training plans to make them more targeted and practical, so as to help teachers better understand the special needs and challenges of rural Left-behind children in China. Teachers need to master adaptive teaching methods and strategies to meet the learning needs of different students. In addition, the interviewees and the support provided by their families and communities are also crucial factors. We need to discuss how to encourage parents and the community to participate in school and educational activities, establish home school cooperation mechanisms, and provide parent training and support. This can strengthen the family's attention to education and promote the learning and development of Left-behind children in China. Family and community support can create a positive learning environment for Left-behind children in China and provide additional learning opportunities. In addition, all interviewees suggested that we should also pay attention to the psychological health of Left-behind children in China in rural areas. They may face psychological problems such as loneliness and low self-esteem. Therefore, the discussion should include how to provide psychological counseling and support services, cultivate the psychological resilience of Left-behind children in China, and include the content of psychological health education in education. This can help them establish a healthy psychological state and better cope with the challenges of life and learning. The interviewee suggested that the application of educational technology is also an important way to improve the education of Left-behind children in China in rural areas. Discussions can involve promoting and applying educational technologies, including providing electronic learning resources, distance education, and online learning platforms. This will expand the learning opportunities of Left-behind children in China and enable them to access a wider range of knowledge and educational resources. Finally, the discussion should involve cooperation and coordination among all parties. The government, schools, non-governmental organizations, social institutions and families should work together to form a joint force to solve the education problem of rural Left-behind children in China. Cooperation can include resource sharing, experience exchange and cooperation projects to improve the educational opportunities and quality of rural Left-behind children in China.

**Conclusion**

The education of Left-behind children in China in rural areas is an important and complex issue, which requires education administrators to take various strategies and measures to promote their all-round development. In the case of a shortage of educational resources, education administrators can provide a safe and good learning environment for Left-behind children in China through reasonable resource allocation and management and close cooperation with the community, and use educational technology and online learning platforms and other tools to make up for the lack of resources. In addition, the establishment of boarding schools, the establishment of supervision institutions, the clarification of educational standards and indicators, the adoption of diversified evaluation methods and tools, the establishment of participation and feedback mechanisms, cross sectoral cooperation and the formulation of policies for Left-behind children in China are also key measures to improve the quality of education for rural Left-behind children in China.

In terms of promoting the psychological development of Left-behind children in China in rural areas, education administrators should attach importance to psychological health education, and support the psychological health of Left-behind children in China through system guarantee, financial assistance, activity development and curriculum teaching. In addition, measures such as creating a friendly learning environment, promoting the integration of Left-behind children in China with the community, and providing personalized support and care are also important factors to help Left-behind children in China achieve comprehensive development.

However, education administrators still face some challenges and obstacles in promoting the educational development of rural Left-behind children in China, such as limited educational resources, imperfect infrastructure, teacher shortage and quality problems, student turnover and dropout problems, educational quality and gap problems, social concepts and cultural differences. To address these issues, education managers need to collaborate with the community, utilize technology and network applications, establish a home school cooperation network, regularly evaluate and monitor education work, and collaborate with other regions or institutions to jointly solve problems.

In short, through the comprehensive application of appropriate strategies and measures, education managers can overcome challenges, promote the comprehensive development of education for rural Left-behind children in China, provide equal educational opportunities and high-quality educational resources for each child, promote the healthy development of their psychology and comprehensive quality, and lay a solid foundation for their future.

**Suggestion**

In order to improve the educational situation of Left-behind children in China in rural areas, we put forward the following suggestions. First of all, the government and relevant departments should increase investment in the education of rural Left-behind children in China to ensure that they can obtain adequate educational resources. This includes building and improving classroom facilities, providing high-quality textbooks and teaching aids, and training teachers to meet the special needs of Left-behind children in China. Secondly, the establishment of boarding schools is an important way to improve the education of Left-behind children in China. Establishing such schools in remote areas to provide accommodation and food conditions for Left-behind children in China can create a good learning environment and care so that they can concentrate on their studies and reduce Learning disability caused by family conditions. In addition, the psychological health of rural

Left-behind children in China also needs attention and support. Strengthen psychological health education, establish a psychological counseling mechanism, and train relevant personnel to provide necessary psychological support and guidance for these children. Only in a good psychological state can they better face the challenges of learning and life. Family school cooperation is another key aspect. Establish a home school cooperation network, strengthen the communication and interaction between parents and educational institutions, and jointly pay attention to the learning and development of Left-behind children in China. Family support and guidance are crucial for their growth, therefore, it is necessary to actively promote close cooperation between families and schools, and work together to provide the support and care they need. At the same time, it is also essential to formulate educational policies for Left-behind children in China. Establish a sound policy system and formulate corresponding policies and measures for the education of rural Left-behind children in China. The government should increase its attention and support to this group, ensuring that they can enjoy equal educational opportunities and realize their learning and development potential. Teacher training is also a key link. Improve teachers' professional quality and caring awareness, and train teachers to master the educational methods and skills that adapt to the characteristics of Left-behind children in China. At the same time, excellent teachers are encouraged to teach in rural areas to improve the quality of education and the strength of teaching staff. In a word, improving the education situation of Left-behind children in China in rural areas requires joint efforts. The government, educational institutions, families and all sectors of society should work together to increase investment and attention, create a good learning environment and development opportunities for Left-behind children in China, so that they can enjoy fair and high-quality education, and realize their dreams and social progress. In addition, the researcher hopes that the research results and practical experience of this article can provide valuable references for education managers in China and other remote areas. Especially for regions facing similar challenges and lack of resources, the theoretical framework and implementation plan of this study can be used as inspiration and reference to help them better understand and respond to the education problems of Left-behind children in China.

### **Limits**

The limitation of this article is that when it comes to improving the education of Left-behind children in China in rural areas, we must recognize that this topic faces a series of restrictions and challenges. The existence of these restrictions requires us to think and act more deeply to ensure that every Left-behind children in China in rural areas can enjoy equal and high-quality education. During the survey process, there may be differences in different rural areas, including infrastructure, educational resources, and socio-economic backgrounds. Therefore, we need to adopt targeted strategies that combine the special needs and conditions of each region to ensure that educational improvement measures can be effectively implemented in different region.

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