

중국 농촌지역에 거주하는 유수아동의 심리에 관한 연구

Psychological Research on Stay-at-home Children in Rural Areas of China

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Abstract

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It's of great significance to take seriously the problems existing in the psychology and education of the stay-at-home children in the social development, to probe into the underlying causes as well as to work out the solutions to them, which plays an remarkably crucial role in the realization of sustainable development in the rural areas and well-balanced development of the urban and the countryside as well as the construction of a harmonious society. To obtain comprehensive and objective facts and materials, This article has conducted many on-the-scene researches about the living conditions and educational situations of the stay-at-home children in various primary and secondary schools in WW city and LJ city of Anhui Province, through which he has detected a large number of severe problems among the stay-at-home children in the aspects of cognition, emotion, willpower, personality and socialization. Undoubtedly, what account for these psychological problems of those stay-at-home children in rural areas encompass not only institutional factors and policy ones but also those in the aspects of the government, the schools, the families as well as the society. Therefore, This paper reviews that it's a practicable choice and urgent demands to establish a framework of comprehensive education with the government as the leading part, and the families, the schools and the communities playing the subordinate role.

주제어: 유수아동, 농촌지역, 심리문제, 지방정부, 제도적 요인

Keywords: Stay-at-home children, Rural areas, Psychological problems, Local government, Institutional factor

I. Introduction

According to The Report on Research on Stay-at-home Children in Rural Areas Nationwide released by All China Women's Federation in Feb. 2008, the total number of the stay-at-home children has amounted to 58 million with the distribution concentrated in such provinces as Sichuan, Anhui, Henan, Guangdong, and Hunan, etc. The report says that of the temporary guardians, 56% frequently look after those stay-at-home children and take measures to protect them from accidental injuries. However, 34% only pay occasional attention to that; still, 8% has made it clear that they "have no enough time".

Since Anhui is a province with a large labor export, as indicated in the report, the total number of the stay-at-home children is about 4 million, taking up nearly 20% of all the children in the entire country. There are three major sources for the potential hazards:

First, due to the incomplete guidance from the acting parents, abnormal casualties do happen occasionally; as a result, stay-at-home children, whose parents are away, are far more frequently burnt, scalded, drowned, and caught in traffic or electrical accidents than those from ordinary families. Second, stay-at-home children are vulnerable to various bodily offences for want of effective guidance from neither families nor schools. The third is that stay-at-home girls suffer from sexual assaults severely.

According to the survey by the Ministry of Health of Anhui province, 32.2% of the stay-at-home children have psycho-hygienic problems; the proportion for middle school students with both their parents away working for others is 36.6% and 28.2% for those with one parent away (Yanmei, Wang Sufang, Ma Xinghao, Wu Lv, and Zhang Weimin: 2009).

Some differences in our national policy support lead to a dual structure in urban and rural economies. So is it with education. One typical characteristic of the compulsory education in rural areas in China is its imbalance.

So it is necessary to build an educational secure system for the stay-at-home children in rural areas. It may exempt the accommodation fees of them or give them subsidies or discounts, especially for those coming from poor families. It can secure the expenses for public use of primary and secondary schools in rural compulsory education. It can also help to build a long-term mechanism to make sure the repair

and renovation of the school buildings there be funded. And it can consolidate and improve the salary secure system of the primary and secondary schools in rural areas. With the help of these measures, the gap between urban and rural education will be narrowed, the education quality and level will be gradually improved and finally a balanced development in urban and rural education will be achieved.

If the education problems of the stay-at-home children can be well handled, the migrant workers will be more relieved and may adapt themselves into the city life better. What's more, it will benefit the balanced development in urban and rural economy and will contribute to the formation of a stable and harmonious society.

II. A Review on the Previous Researches and The Frame of Researching Analysis

The phenomenon of stay-at-home children has been drawing national news media attention since the beginning of this century. As the new spring semester began in 2004, many national publications, including People's Daily, Guangming Daily and China Youth Daily, reported on a large scale the difficult scaand problems the stay-at-home children had been facing in their stue sc, life and character formation.

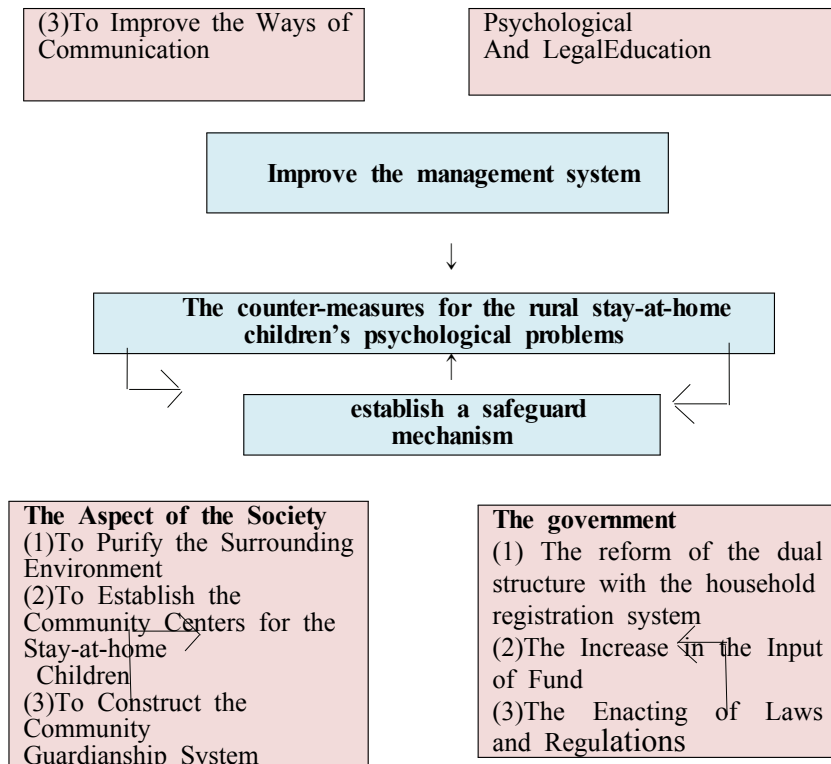
The academia and researchers are also paying more and more attention to the stay-at-home children. Further researches concerning their problems have been carried out in relevant facilities like the School of Education of Beijing Normal University, Department for the Research of Educational Develoment of China National Institute for Educational Research, Central China Normal University, College of Humanities and Development of China Agricultural University. These researches and concerns mainly concentrate on three aspects - the scale of the stay-at-home children, the impact of parents' working away from home on those children and the counter-measures and suggestions to tackle this problem.

From the Family Aspect

- (1) To Raise the Awareness of Guardianship
- (2) To lift the Level of Guardianship

From the School Aspect

- (1) To Establish the School's Supervision System
- (2) To Conduct Companionship Learning Via Mutual Help
- (3) To Strengthen the



<Fig 1> The framework for analysis

In the research, the problems of the development of the stay-at-home children are generally concluded into four categories - problems concerning their security, mental health, academic performance and moral behaviours.

The mental problems of the stay-at-home children have become serious social ones. The primary causes of the psychological problems of the children are the lack of care in family education and care, the lack of security in school education and the total blank of social education. The main representatives of the works are “The Analysis of the Present Situations and Counter-measures of the Psychological Education of the Stay-at-Home Children” by Tian Jianxin and Jian Yinghui, “A Study on the Mental Health of the Stay-at-Home Children” by Lu Liya, “A Tentative Exploration of the Psychological-Health Education of the Stay-at-Home Children in the Construction of New Countryside” by Zhang Guoju and Wang Bin. The framework for analysis is shown in <Figure 1>.

III. Analysis on main manifestations of psychological problems among Stay-at-home children in rural areas

1. On the cognitive aspect

1) Attention Deficit and Learning Disability

Attention deficit and learning disability are the most obvious problems among stay-at-home children. Generally speaking, they do not form good habits of study, have little interest in learning, and suffer from low self-confidence. Also, being solitary and missing their parents, they are subject to be distracted in class, cannot wholeheartedly concentrate on their studies. Because of their poor academic performances, some stay-at-home children are ignored by teachers or laughed at by classmates. Then they have the feeling of being neglected and offended, lose interest in learning, and even feel horror and disgust.

According to a sample survey, among all the stay-at-home children, 90.7% are learning at school, those who have never been to school account for 6.85% and the dropouts, 2.45%. The total proportion for the latter two indicates that the dropout rate for the stay-at-home children should reach as high as 9.3%.

2) A lack of Self-confidence and self-consciousness.

Some stay-at-home children have little self-confidence and tend to blame themselves(Xu Mei: 2005). Statistics show that most (65.6%) rural stay-at-home children think "they know themselves very well", only 4.1% can not know themselves very well, and this shows that generally speaking, children have a good understanding of themselves. But in contrast, stay-at-home children tend to have weaker self-awareness when compared with non-stay-at-home children. More than half (56.1%) children "are very confident", 39.7% of those children cannot determine whether they have enough confidence, while 4.2% feel "they have no confidence". Meanwhile, nearly half teachers (47.6%) think stay-at-home children tend to have less self-confidence than non-stay-at-home children. This shows that in the countryside, though quite a number of stay-at-home children have confidence towards themselves, still nearly half (43.9%) of them lack confidence. Meanwhile, 19% of the children have a tendency to blame themselves, which reflects a relatively

serious tendency of self-accusation in rural stay-at-home children.

<Table 1> A Comparison of the Self-consciousness between Stay-at-home Children and Non-stay-at-home Children (%)

	Self-awareness	Self-confidence	Self-accusation
Stay-at-home Children	67.5	56.1	19.0
Non-stay-at-home Children	70.1	57.2	17.5

2. On emotions

1) solitude and fear.

Some stay-at-home children are spiritually low and emotionally pessimistic. Based on a survey (Lei Wanpeng: 2009), 14.5% of those children tend to have a rather strong sense of loneliness; 12.0% are constantly under fear; 6.8% are subject to depression with “no enthusiasm to do anything” and 22.7% tend to be sensitive even to the trivial. In a word, the sense of solitude, fear and depression is stronger in stay-at-home - children than in non-stay-at-home ones.

<Table 2> the Comparison between Stay and Non-stay at Home Children in their Emotions (%)

	Feeling secured	Feeling happy	Feeling solitary	Terrified	sensitive	depressed
Stay-at-home	68.8	77.3	14.5	12.0	22.7	6.8
Non-stay-at-home	73.6	83.6	10.5	10.8	21.7	5.9

A questionnaire conducted among teachers demonstrates that 46.4% of them are of the view that the feeling of resistance is stronger in stay-at-home children than in ordinary ones. Generally, some stay-at-home children do have considerably severe pessimistic feelings.

Compared with male stay-at-home children, the female children have more striking manifestations in such psychological norms as security, solitude, sensitivity and self-accusation: they tend to feel more insecure, solitary and sensitive, and they are more inclined to self-reproach. The discrepancy is affected by a variety of factors, for instance, gender and family background (e.g. parents are out working).

Further investigations displays that different from those non-stay-at-home girls, the stay-at-home ones have more negative feelings and emotional experience.

<Table 3> Comparison in Psychological State Between Stay- and non-stay-at-home Female Children (%)

	Stay-at-home	non-stay-at-home
Sense of security	69.3	72.7
Sense of well-being	76.5	82.1
Sense of solitude	13.9	10.3
Sense of fear	12.1	11.1
Self-reproach tendency	18.8	18.0

From the above table we can see that while the sense of security and well-being in stay-at-home girls is weaker than that in non-stay-at-home ones, the former have stronger sense of solitude and fear, and inclination of self-reproach. Therefore, countermeasures should be adopted based on their gender. The fact that the female children are burdened with heavy housework, lacking in sense of security and well-being, and have severer inclination of sensitivity and self-reproach has made it clear to us that the mission to care about the stay-at-home girls as well as their development is more important but more arduous.

2) Resentment, Grief and Resignation to One's Backwardness

In rural areas, some stay-at-home children can't understand their parents and entertain the idea that their parents go out to work because they are poor, good for nothing or incapable of anything, thus forming some resentment against their parents. What's worse, some even begin to alienate from their parents when they return, and regard them as merciless, which leads to the emotional gap between them. And in this way, those children become gradually resigned to their backwardness.

3. The aspect of willpower

1) Weak self-control.

According to the survey, the number of those stay-at-home children under the age of 14 is over 40 millions, with the number of all is 58 millions. Children at this stage develop their moralities under the guidance of others. They have poor self-control over themselves and are in need of the supervision of others. However, the majority of their guardians have little legal consciousness, adopting an approving attitude towards the behaviors of their children as long as they don't make serious mistakes. Therefore, they seldom discipline their children in time, which results in the loose behaviors of some of the stay-at-home children. They turn a blind eye to their grandparents' instructions the requirements of teachers in schools.

Due to a lack of proper education and enough attention, most of them abandon themselves: they don't abide by the rules, and the behavior such as being late for school, truancy, lying and fight, bullying classmate are quite common. What's worse, some are indulged in snooker rooms, Internet cafes and blanket-shaped sheets, and some even hang out with ill-behaved adults, forming disruptive behaviors, or even going astray. According to statistics issued by the Supreme Court, China's Juvenile crime rate increased by 13% per year, nearly 70% are committed by stay-at-home children(Xu, Mei: 2005). This ratio is very shocking and sounds an alert that stay-at-home children's behavior problems can not be ignored any more.

<Table 4> a Comparison of the Behavioral Problems between Stay-at-home Children and Non-stay-at-home Children(Lei Wanpeng: 2009).

	Impulse	Hostility
Stay-at-home Children	18.2	6.1
Non-stay-at-home Children	16.5	5.0

2) Misbehavior

As is shown in a questionnaire survey among the guardians, the stay-at-home children whose parents are both out for work tend to be more aggressive than those who have both their parents at home or those who only have absent fathers. Likewise, they tend to be more mendacious compared with those who have both

their parents at home or those who only have absent mothers.

Thus for the behavioral problem, the stay-at-home children whose parents are both out for work need paying more concerns to. Through investigations and interviews, lots of teachers and principals told us that these children were more likely to be involved in the misbehaviors such as fighting, internet addiction and stealing. Education for these children becomes a long-standing problem.

Some scholars conducted a survey covering 837 stay-at-home children from eight junior high schools in rural areas with the help of their head teachers. The major conduct problems of them include: 1) being fed up with school work 2) Relatively high ratio of being introvert 3) Being irritable 4) Laziness 5) Indifference(China Net of Channel Jiangsu: 2009).

4. Personality

1) Obstinate and rebellious

The stay-at-home children tend to be more rebellious with strong resisting emotions. "They lack the sense of security, so they become suspicious of all surroundings. They view the world through colored glasses and totally distrust others. The subconscious distrust leads them to rebellious acts, commonly shown as being disobedient, impolite, proud and mischievous(Li Binqiang, Zhao Pengcheng: 2006).

2) Depression and Autism

The psychology research indicates that, "children tend to have an attachment towards their parents, which is the earliest interpersonal relationship formed after an infant was born. And the degree and quality of the attachment not only have a direct impact on children's trust towards the world, but also on their emotions, social behaviors and personality"(Liu Yunming: 2005). For parents' long absence, stay-at-home children lack the basic psychological communication opportunities: no one listens to their worries and inner contradictions, nor does anybody give proper guidance. The result is a lack of security and trust towards the outside world, and this lack of emotion has a negative influence on their social contacts with others. According to a research led by Mr. Zhou Zongkui, "quite a number of children would

suffer a sense of loss when their parents are out: they tend to remain alone and silent during a certain period of time. Withdrawn and fragile character, the desire for affection, etc, become the biggest psychological problems in stay-at-home children”(Lv Shaoqing: 2005).

3) Individualism: I'm the one

Among rural stay-at-home children's guardian team, grandfather and grandmother on both paternal and maternal sides are the most common ones. However, children think those aged people lag behind in terms of both physical strength and intelligence. In children's eyes, they lack certain knowledge, and are out-of-date in the modern world. So children are not willing to follow their guidance and persist in their own way of doing things, regardless of the elder's good-intentional advice.

5. On the Socialization of the Stay-at-Home Children

1) The Social Disorder of the Stay-at-Home Children

In the students' daily life and study, those they spend most of their time with are their peers, who share things in common not only in their physiological age but also in their psychological age, which makes it easier for them to communicate in various aspects.

<Table 5> The Performances in Interpersonal Communication of Stay-at-home Children and Non-stay-at-home Children(Zhang Min: 2009).

Questions	Percentage of the stay-at-home children (%)	Percentage of the non- stay-at-home children (%)
1、 Your friends at school: many a few none	17 (%) 62.6 (%) 20.4 (%)	43 (%) 53 (%) 6 (%)
2、 In school communication, you would: Actively communicate Not sociable Never communicate	42 (%) 37 (%) 21 (%)	66.2 (%) 29 (%) 4.8 (%)
3、 Who would you turn to when faced with difficulties? parents teachers your peers yourself	8 (%) 32 (%) 31 (%) 29 (%)	30 (%) 17 (%) 40 (%) 13 (%)

Zhang Min(2009) has carried out an investigation of the situation of the interpersonal communication of the stay-at-home children and non-stay-at-home children, on the questions of “Your Friends at School” and “What Would You Do in the Interpersonal Communication?” The results are shown as follows in Table 7: only 17% of the stay-at-home children surveyed have “many” friends at school, 26% lower than the non-stay-at-home children; those who have “no” friends at all from the part of the stay-at-home children take up 20.4%, which is 14.4% higher than those of the non-stay-at-home children; the proportion of the stay-at-home children who have “only a few” friends is 9.6% higher than that of the non-stay-at-home children. In communicative performance, 42% of the surveyed stay-at-home children choose “actively communicate”, 24.2% lower than the non-stay-at-home children; while the “unsociable” ones of the stay-at-home children are 8% more than those of the non-stay-at-home children; those who “never communicate” in the stay-at-home children are 16.2% more than in the other group. It is thus clear that the stay-at-home children are markedly different from the non-stay-at-home children not only in friends-making, but also in the positivity of interpersonal communication, which indicates that the communicative initiative of the stay-at-home children is nothing like as high as the non-stay-at-home children, and their friends at school are much fewer as well.

2) The deviation of values

In rural areas, “education” and “college” used to be the only hope for numerous families to raise their children’s living conditions and social statuses. To go out of the countryside through learning, examination and urban working opportunities is considered a crowning glory. However, as a result of the surging waves of going out to seek jobs, some parents find that some job-seekers can make a fortune in spite they have no diploma or even no basic education. What’s more, a lot of students and parents find the fact that it’s quite difficult for students with Associate Degrees or Technical Secondary School backgrounds to find jobs. So the idea that learning is of no use is formed. And as seeing some people get rich overnight and some others return home after making good fortunes, some students may set their future goal as to be job-seekers after graduation of junior high school. So they just dawdle away their time at school.

IV. The Causal Analysis of and the Improvement Scheme for the Psychological Problems of Stay-at-home Children in Rural Areas

1. The Causes for the Psychological Problems of Stay-at-home Children in Rural Areas

1) From the Perspective of the Government

① Policies. The implementation of household contract responsibility system in the 1980s and the surplus labor force in rural areas have accelerated the flow of the rural population to the urban areas, which results in a series of social problems.

② Lack of funds. One survey shows that for want of funds, the construction of the new teaching buildings, transformation of the dilapidated ones and the re-arrangement cannot be put into practice or achieved, nor can the schooling conditions be improved; teaching facilities, updated; or the welfare for teachers, improved. Besides, the assistance is inaccessible to the stay-at-home children.

2) From the Perspective Of Families

<Table 6> A Survey on the Age and Education Level of Stay-at-home Children's Guardians(Li Yong: 2009).

Guardians of Stay-at-home Children			Parents of Non-stay-at-home Children		
Education Level	Number	Percentage	Education Level	Number	Percentage
Primary	33	22.2	Primary	13	8.7
Junior High	19	12.8	Junior High	84	56.8
Senior High	9	6	Senior High	31	21
College or above	2	1.3	College or above	12	8.1
Illiterate or semi-Illiterate	86	57.7	Illiterate or semiliterate	8	5.4
Subtotal	149	100	Subtotal	148	100

As is shown in table 8, the guardians of stay-at-home children have relatively low education level. The illiterate or semi-illiterate people make up 57.7%. The total

percentage of educated people from primary to senior high school is only 41%. And the average educational level of the parents of non-stay-at-home children is junior high school, with 84 people making up 56.8% in the survey. This shows the educational level of the guardians of stay-at-home children is not high enough to teach the children at home. Low Contact Frequency and Poor Communication

<Table 7> A Survey on the Ways of Communication Between Stay-at-home Children and Their Parents

Ways	Number	Percentage (%)
Letter	4	3.1
Telephone	123	84.4
Oral message	4	3.1
No contact	7	5.2
Others	6	4.2
Total	144	100

Reference: A Study on the Education Issue of Rural Stay-at-home Children--a survey based on the stay-at-home children in Guyang county. Zhengqian. 2009.

Not able to achieve face-to-face communication, stay-at-home children can only contact their parents indirectly to express their love and concern. With regards to this, this survey focuses on the contact ways and frequency between stay-at-home children and their parents so as to study the intensity of their parent-child relationship.

<Table 8> A Survey on the Contact Frequency Between Stay-at-home Children and Their Parents

Contact Frequency	Number	Percentage (%)
Once a week	7	5.2
Once for half a month or a month	91	63.5
Once for two to three months	29	19.8
Seldom contact, except for the spring festival break	11	7.3
No contact	6	4.2
Total	144	100

Reference: A Study on the Education Issue of Rural Stay-at-home Children--a survey based on the stay-at-home children in Guyang county. Zhengqian. 2009.

The statistics show that, "The absent parents lead to the decrease in parent-child contact frequency and poor communication, which to some extent limits the influence of family factor in children education(Zhu Xiaoman: 2000).

2. The solutions to rural stay-at-home children's psychological problems

1) The government

① The reform of the dual structure with the household registration system .“The cause of the children's schooling problem lies in the dual structure of urban and rural areas. The government should gradually weaken and even eradicate the various systems associated with the urban-rural separation, so as to guide the rational flow of migrant rural labor force.

② The Increase in the Input of Fund

It is the staring point for the solution to the rural stay-at-home children's compulsory education problem that the government takes a radical act to safeguard and perfect its input mechanism. And the authorities should continue to increase the investment for rural compulsory education. And the input of fund in rural compulsory education should lay more emphasis on the whole country, while in the past the county authorities assumed main responsibilities. The Central macro-control of rural compulsory education investment should be tightened, to transform it from “uneven development” to “integrated and coordinated development”.

③ The Enacting of Laws and Regulations

The legislative branch should abolish discriminatory terms in education laws and regulations, such as "fees for students who study at a school on a temporary basis", "temporary school roll", etc. Besides, uniform laws and regulations are to be formulated, while unclear, unreasonable and even contradictory or conflicting terms in relevant laws and regulations to be abolished, with the purpose of compensation for the blank of laws. The legislative branch is also expected to use legal means to harden the government functions and provide favorable social conditions for the

education of migrant workers' children.

2) From the Family Aspect

① To Raise the Awareness of Guardianship

Parents working outside should contact their children as much as possible, and express love for the child through various ways, letting them know that even if their parents are not around all the time, they still love their children. Meanwhile, they should also be aware that the love of parents for children are so unique that no one is able to substitute it.

Besides, we should pay great attention to the selection of guardians. If parents both are working outside, they should try their best to put children at a friend or relative's house where the learning environment is relatively good, and the friend or relative is well-educated, responsible and good at guiding and monitoring children. In addition, before parents go out working, they should take the initiative to contact children's head teacher as well as other teachers, and entrust them to discipline and pay attention to the children. They are also supposed to maintain contact with children's teachers.

② To lift the Level of Guardianship

Pascal said: parents, who are intellectuals, tend to use psychological ways to treat their children, rather than physical ways. Parents' culture has a significant impact on the parent-child relationship. Well-cultured Parents tend to communicate more effectively with their children, because they respect, understand and trust their children; they tend to put themselves in children's position in order to have a better understanding of various family problems; they can treat the parent-child relationship from multiple points of view. Therefore, to increase the level of family education, we should first raise the cultural level of parents, because there is no doubt that it is an important prerequisite to improve the parent-child relationship(Yang, Dongping: 2006).

③ To Improve the Ways of Communication

If both parents are out, then the communication ways between parents and children must be changed. Specifically speaking, the first thing lies in the time

distribution of communication. Parents should communicate with their children once every week or at least once half a month. If economic conditions allow, parents should come back once in the middle of a semester. In addition, they could pick the children and bring them to their working place during summer and winter vacations. Such communication and interaction would bring about more love and has certain consistency(Wang Chuan: 2000).

Secondly, as for the communication content, parents should not just ask about children's academic performance, but also other aspects. Last but not least, as for the communication style, besides phone calls, parents can also use letters, which is very helpful for the children's emotional development.

Furthermore, parents working outside should strengthen their contacts with guardians, schools and teachers through various ways in order to keep abreast of children's study, life and mental situations, thus effectively giving guidance on their study and life.

3) From the School Aspect

① To Establish the School's Supervision System

The school should improve a system to care for stay-at-home students, and keep specialized files for them. As for this special group, teachers should not only teach them knowledge and improve their academic performance, but also give them more affection and care. For example, they should learn more about stay-at-home children's family situation, mental state, changes during their growth, and report those aspects to their guardians and parents working outside.

② To Conduct Companionship Learning Via Mutual Help

The so-called companionship learning refers to "learning activities with a purpose to acquire knowledge and skills through positive help and aid from equal or competitive companions"(Zuo Huang and Huang Fuquan: 2008).

Apart from the shared characteristics like freedom, equality, psychological compatibility, common interests and ambition, the companion groups formed by stay-at-home children have their unique feature—their highly similar identity as stay-at-home children, which contributes to their sharing more sympathy and sense of belonging. Therefore, their companion relationships exert direct influence on both

their physical and mental health as well as their academic performance.

③ To Strengthen the Psychological and Legal Education

In order to correct the stay-at-home children's misbehaviors and resolve the psychological problems with timely psychological consultation, schools are supposed to provide professional psychological teachers or related trainings for teachers, carry out psychological health education actively, increase the force of education on psychological consultation and psychological correction, tighten the policy of persuasion, endeavor to set up separated courses on psychological health, establish departments, consultation mailbox, and family hot lines for mental health. The head teachers are especially expected to perceive the children's psychological problems in time and communicate with them to remove their mental burdens and help them build an positive and sound state of mind.

4) The Aspect of the Society

① To Purify the Surrounding Environment

For the reason that rural stay-at-home children's lack of capability to differentiate and resist blue information, violence, etc, the departments of public security, cultural propaganda and commerce as well as industry are supposed to act in close coordination, checking regularly the cyber bars, audio-visual shops, book stalls, studio rooms and game bars around schools, taking drastic measures to ban resolutely obscene publications, audio video products, banning illegal cyber bars, blue cinemas and game bars according to law, as well as strengthening positive propaganda and management online, and preventing evils to enter that are reactionary, superstitious, evil or vulgar into spreading via Internet. At the same time, schools should develop rich and colorful, healthy and good cultural and entertainment events and optimize the education environment to nurture rural stay-at-home children with a civilized atmosphere of culture and help them develop healthily, physically, morally and mentally.

② To Establish the Community Centers for the Stay-at-home Children

Lead by the schools and the communities, we are supposed to build community centers for the stay-at-home children, calling on the parental volunteers and "elderly

comrades of five kinds” together to plan different extra-curricular activities for the stay-at-home children. Besides, we’ll increase our various kinds of assistance according to the realities of the stay-at-home children. Village party committees will spare some space for the stay-at-home children in the communities to play. We’ll set Reading corner, fitness corner, entertainment corner, etc. in the community center to enrich the stay-at-home children’s after-school lives in the rural areas and to improve their comprehensive qualities and abilities.

③ To Construct the Community Guardianship System

As a supplement to family and school education, community education has important impacts on the children’s growth(Henry Giroux: 2001).

Thus, the community in rural areas should exploit actively its’ educational functions on the stay-at-home children. Led by the town governments, the schools, the Communist Youth League, the Women’s Federation, village party committees and local police stations will be united together to construct the community guardianship system in rural areas to provide the stay-at-home children with study assistance, guidance on daily lives and psychological consultation. Meanwhile, entrainment education of various forms and contents is to be conducted, and the healthy peer cultures are to be established.

V. Conclusion

The appearance of the stay-at-home children and the attendant problems from it has certain backgrounds, so it’s impossible to solve them once and for all overnight. Instead, it requires the long-term attention and participation from the families, the schools, the government and the society. Besides, the successful settlement of the problems is connected with not only one person or one family but also with the whole society, counting a lot in the construction of a new countryside as well as the development and progress of a harmonious society in our country.

The whole society is supposed to pay attention to the 58 million stay-at-home children, a really huge number. What’s more, attention should not be focused only on those at the stage of compulsory education, but also on those at the age of 0--5 as

well as their current living conditions.

Due to the limited capacity of the author, he isn't able to probe deep into the psychological problems of the stay-at-home children. Yet, he is committed to conduct further researches on the problems faced by the stay-at-home children in rural areas who are 0--5 years old or even older, expecting to achieve much more in the researches about the psychological problems of the stay-at-home children.

A complete settlement of educational and psychological problems of those stay-at-home children, which is a systematic project, demands the attention and participation from all fields of the society. Despite the fact that all the problems can not be resolved in a short time, the author firmly believe that a cooperative situation will be developed among the government, the schools, the society and the families, thus creating a wholesome environment and sound conditions for the healthy and happy growth of the stay-at-home children in rural areas and enabling those 58 million children to really feel that "we share the blue sky."

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