

Based on the Perspective of Social Gender to Survey and Analysis the Family Education of Left-behind in Shandong Rural Area

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Abstract: 2009-2011, Shandong Province, we interviewed 17 cities of the 150 and 150 rural children left behind parents of children left behind. We distributed 385 questionnaires. Focus from a gender perspective in family education, many aspects of the investigation and analysis. Finally, we come to the conclusion that the children left behind in education, there are still some of the gender inequality, girls home education should receive more attention and support.

Keywords: Rural areas, Left-behind girls education, Gender

1 Introduction

According to the National Women's Federation, the latest data available, left-behind children in rural China has reached 20 million, and this figure will continue to grow, in some rural labor-exporting province, the total number of children left behind in the proportion of local children have been as high as 18% to 22 %. According to the "Statistical Yearbook of Shan dong Province", the information: Shan dong Province, the total population in 2009 was 94.7 million, amounting to approximately 12.37 million of them children left behind. Large contingent of children left behind in many of the children, due to absence of family education, can not enjoy a normal family care, how to educate children left behind, so that their healthy growth, has become a problem can not be ignored.

With the implementation of China's family planning policy to carry out, deeply rooted concept of gender equality, gender gap in education in rural areas began to decrease. Shan dong is the country's population, economic and cultural province, while Shan dong is the birthplace of Confucian culture, in a few thousand "Men outside the women inside" model under the influence, Shan dong Province, showing how the trend of sex education, rural areas in Shan dong Province educational situation of children left behind show how gender differences, girls left behind in rural areas of family education status. Our research group between 2009 to 2011 conducted a thorough investigation

2 The Survey Methodology

We use a literature review, questionnaire surveys and case interview method of combining. We investigated the left-behind children, parents of children left behind, left-behind children's class teacher. 2009 Spring Festival period, we went left-behind children home and interviewed 150 children left behind left behind children and children left behind parents and teacher. Summer 2010, we issued 400 copies of left-behind children and parents of children left behind questionnaires, 385 questionnaires were children, the recovery rate of 96.3%. 381 parent questionnaires were recovered, the recovery rate of 95.3%. In order to collect more accurate information, we also investigated 100 non-left-behind children to do a comparison. More scientific methods of investigation, the survey results more objective.

3 Define the Concept

The current "left-behind" is defined many ways, we used in this left-behind is more commonly used one or both parents of a continuous or intermittent leave their homes out of work more than six months or more such children as "left-behind" children. The child's age also has a standard definition, we adopt the

"United Nations Children's Fund Committee," the definition of children age 0-18-year-olds can be called children. But because the 0-2 year-olds are basically not independent of the expression, so our question in the child's age is 3-18 years old. Gender (gender) of this concept stems from the 1970s U.S. feminist movement among American contemporary feminist theory and women learn the core concepts of the basic content, it is relative to the biological gender (sex) of their argument. Between men and women because of gender concerns formed the structural causes of social differences. Gender refers not only to the individual level of identity and personality, and refers to the structure level in cultural expectations and patterns of expectations of masculinity and feminine (Oxford Dictionary of Sociology).

4 Survey Analysis

4.1 The basic situation

We selected 385 children left behind in 17 cities in Shandong Province in the rural. Boys 172, accounting for 44.7%, girls 213, accounting for 55.3%. Their age are 10-15 years, 41% children no brothers or sisters, 59% have brothers or sisters. Respondents in 51.7% of the father working outside, 41.3% of parents are working outside, and the rest of the mother working outside. Left-behind children in the survey 48.8% of parents know their parents go out to work. what to do outside .48.3% do not know the parents go out to work. Parents generally go out within six months to a year to go home once a year. The parents go home together with their children for about a week or so.

We investigated a total of 381 parents. And there are only 106 girls (including a girl and two girls), only 111 boys (including a boy and two boys), both girls, there are 164 boys. Parents throughout the area to the city, Shandong Province, 17 in all rural areas, coverage is relatively large. 60.4% were male, 39.6% are women. Age from 23 to 60 years. Culture, 75.6% of the junior high school level and below, 17.5% of high school, 5% is college, 1% is college. More than half of annual household income of families in between 10000-20000. 60% of the family is the only son, 40% are two or more children. Time of migrant workers from two to 22 years. The industry is also very much engaged. The time Parents of children left home and the time at home and way to contact and survey results are consistent left-behind children, because our survey is one of the children and parents. The number of teacher contact and contact do not account for 50% of contact once a semester 25%.

4.2 What to do anything after school

In this issue we set up the following eight options: read extracurricular books, Go to Internet cafes, Internet, doing housework, help the family to take care of business, playing at home, went out to play, care for the elderly, and other. In these eight options, our survey found that two of them there are significant gender differences. The first is to do housework, is out to play in the second. "Housework", the percentage of girls to do housework in the household of boys is nearly twice as much. Chi-square test of significance level is 0.000 less than 0.05. (Table 1) In the "go out" on this issue and do the housework we found the opposite result, select "go out and play," the girl not to select "go out and play," the boy's half. Chi-square coefficient is 0.000, (Table 2) less than 0.05. Instructions in the "out of play" between the children left behind on this issue there are significant gender differences.

Table 1 Do You do housework after school?

			Do you do housework after school		Total	P
			yes	no		
What are you gender?	male	Count	53	118	171	0.000
		Row %	31.0%	69.0%	100.0%	
		Column %	31.7%	54.6%	44.6%	
		Total %	13.8%	30.8%	44.6%	
	female	Count	114	98	212	

Total		Row %	53.8%	46.2%	100.0%	
		Column %	68.3%	45.4%	55.4%	
		Total %	29.8%	25.6%	55.4%	
		Count	167	216	383	
		Row %	43.6%	56.4%	100.0%	
		Column %	100.0%	100.0%	100.0%	
		Total %	43.6%	56.4%	100.0%	

Table 2 Do You go out after school?

			Do you go out after school		Total	p
			yes	no		
What are you gender?	male	Count	59	112	171	0.000
		Row %	34.5%	65.5%	100.0%	
		Column %	60.8%	39.2%	44.6%	
		Total %	15.4%	29.2%	44.6%	
	female	Count	38	174	212	
		Row %	17.9%	82.1%	100.0%	
		Column %	39.2%	60.8%	55.4%	
		Total %	9.9%	45.4%	55.4%	
Total			Count	97	286	383
			Row %	25.3%	74.7%	100.0%
			Column %	100.0%	100.0%	100.0%
			Total %	25.3%	74.7%	100.0%

4.3 What gifts the parents buy for children

In this issue we set up two questions. One is what gifts the parents often give for you, the other is you want your parents buy what gifts for you. Our present classification is the same. Guidance materials are curriculum, reading materials, stationery, clothing, food, toys and others. In our survey, we found that parents often buy children's gifts, "toys" that a significant gender differences. Parents to buy toys for boys to girls is 20 times more to buy toys. Chi-square test of significance level is 0.000. (Table 3) In "You want what their parents buy you a gift," this issue, we found several significant gender differences. The first is "I hope parents to buy their own curricula guidance material" that, chi-square test of significance level is 0.029, less than 0.05. (Table 4) Followed by "want to buy clothes," the chi-square test p is 0.038, (Table 5) "wanting to buy toys," the chi-square test p 0.000. (Table6) Are less than significant level 0.005. Illustrate these three there are significant gender differences.

Table 3 Your parents often buy toys for you

			Your parents often buy toys for you		Total	P
			yes	no		
What are you gender?	male	Count	40	132	172	0.004
		Row %	23.3%	76.7%	100.0%	
		Column %	60.6%	42.0%	45.3%	
		Total %	10.5%	34.7%	45.3%	
	female	Count	26	182	208	
		Row %	12.5%	87.5%	100.0%	

		Column %	39.4%	58.0%	54.7%	
		Total %	6.8%	47.9%	54.7%	
Total		Count	66	314	380	
		Row %	17.4%	82.6%	100.0%	
		Column %	100.0%	100.0%	100.0%	
		Total %	17.4%	82.6%	100.0%	

Table 4 Do you want your parents buy curricula guidance material for you

			Do you want your parents buy curricula guidance material for you			
			yes	no	Total	p
What are you gender?	male	Count	28	142	170	0.029
		Row %	16.5%	83.5%	100.0%	
		Column %	35.0%	47.7%	45.0%	
		Total %	7.4%	37.6%	45.0%	
	female	Count	52	156	208	
		Row %	25.0%	75.0%	100.0%	
		Column %	65.0%	52.3%	55.0%	
		Total %	13.8%	41.3%	55.0%	
Total		Count	80	298	378	
		Row %	21.2%	78.8%	100.0%	
		Column %	100.0%	100.0%	100.0%	
		Total %	21.2%	78.8%	100.0%	

Table 5 Do you want your parents buy cloths for you

			Do you want your parents buy cloths for you		Total	p
			yes	no	Total	p
What are you gender?	male	Count	52	118	170	0.038
		Row %	30.6%	69.4%	100.0%	
		Column %	38.5%	48.6%	45.0%	
		Total %	13.8%	31.2%	45.0%	
	female	Count	83	125	208	
		Row %	39.9%	60.1%	100.0%	
		Column %	61.5%	51.4%	55.0%	
		Total %	22.0%	33.1%	55.0%	
Total		Count	135	243	378	
		Row %	35.7%	64.3%	100.0%	
		Column %	100.0%	100.0%	100.0%	
		Total %	35.7%	64.3%	100.0%	

Table 6 Do you want your parents buy toys for you

			Do you want your parents buy toys for you		Total	P
			yes	no	Total	P
What are you gender?	male	Count	69	101	170	0.000
		Row %	40.6%	59.4%	100.0%	

		Column %	61.1%	38.1%	45.0%	
		Total %	18.3%	26.7%	45.0%	
	female	Count	44	164	208	
		Row %	21.2%	78.8%	100.0%	
		Column %	38.9%	61.9%	55.0%	
		Total %	11.6%	43.4%	55.0%	
Total		Count	113	265	378	
		Row %	29.9%	70.1%	100.0%	
		Column %	100.0%	100.0%	100.0%	
		Total %	29.9%	70.1%	100.0%	

4.4 Counsel work and participate in remedial classes

This problem we set up two aspects of the question. Because it is the left-behind children, parents, most of junior high school education, so the majority of children's work is that no one counseling. The reason no one counsel work, set the "do not need counseling" and "need counseling, but are not". Most of the children chose "needs, but but no". This is also constrained the development of left-behind children's education is a very important aspect. Participate in remedial classes outside school and participation in the cause. This problem our results are more than 50% of left-behind children participated in a number of related courses of remedial classes, participate in counseling because of gender differences have not been found, more than 60% to raise performance.

4.5 What impact on children the parents go out

When asked about the children "more growth and more migrant workers to increase the feelings of parents", 59% of boys, girls accounted for 55%. The rest are indifferent, and feeling more indifferent. In the "parental care" issue, 55 percent of boys and 50% of girls chose to get more. Does not matter and the remaining is not. In the "open vision" on this issue about 50% of boys and girls have chosen a more horizons, about 30% of boys and girls choose does not matter, 20% of the limited field of vision. In the "self-reliance" on this issue our conclusions are very consistent, 87% of boys and 84% of girls chose the more love for themselves. In the "enhanced motivation" issues are the same boys and girls, 50% of the selected power-enhanced, 30% chose not matter, the choice of about 20% lack of motivation. In the "Confidant increase or decrease" on the issue, found that 50% of boys and girls have chosen to increase Confidant, the choice does not matter about 30%, 20% chosen to decrease confidant. This also validates our in-depth interviews with children left behind in the discovery of the class teacher in the class teacher, class teachers found that these children are mostly girls, very lonely, very gregarious, very few have minds and people to talk; some boys lack of confidant, a lot of change very violent, the phenomenon of frequent fights.

4.6 Worry their children when they go out

On this issue we analyzed the parents do not trust the child's problems. Choose rest assured that the boy's only 10%, 26% of girls choose rest assured, rest assured boys and girls that the only options are 14%, not assured of selection on 50%. Why they worry we had asked. For the reasons do not trust the statistics, our results for boys and girls are significant differences. Chi-square test result is 0.003. One of the most boys do not trust the choice of the highest proportion of "can not take care of themselves" and "the environment is not good, is easy to turn bad". Most do not trust the girl is "naive", "self-reliance difference". When we interviewed the parents come to answer a lot of frustration, Binzhou cases, female, 42 years old, a boy. They are working outside the couple, the child by the grandmother to take care. She said, who assured the child at home? All the parents worry and misii the child. But we do not go out, we have no food to eat. Our vision is to take out hard for two years, so we saved enough money, we go

home to be a small business, compensate the feelings of loss for the child. You have the intellectuals, you say we abandoned the child or the community abandoned us?

4.7 What parents and children chat

The problem we found a significant gender bias. Chi-square test result was $P = 0.00$. We see and boys chat is about "learning" and "daily life", we are surprised to learn that very few girls to chat and learn, chat up the "listen to the words of the guardian", and "parents out of some situations". These two elements have been accounted for more than 80% of the chat. But the parents and boys basically do not talk out the situation. The statistics, we are also in the interview the same conclusion. Liaocheng case H, male, 40 years old. Two children one girl one boy, migrant workers have been 8 years, very few choice go home. He said and the girls talk about most is to listen to the guardian, then let her good with a good brother. But also to his younger brother always and everywhere a good example. For the health of girls he never asked, he told us girl's health problems he never chated and cared But chat with his son learn the content is how to become a good man not a bad man. Worried about the boys on security issues, Worried boy naughty trouble.

4.8 The importance of education for boys and girls and the reasons of children dropping out of school

72% of parents think that boys and girls have the same educational emphasis, 25% believed that more attention to boys, only 3% of people think that more attention to girls' education. Most girls do not pay attention because choice is: "a married daughter, spilled water", "Doing better not than marry well" And this issue we also asked for a similar "If a child reading at home is only the supply of economic strength, you will choose for whom?" 69% chose "who the potential suppliers who", 25% of parents choose "Supply Boy" Only 4% of the parents' choice "supply girl". We also asked "about children dropping out of school more than boys or girls more" problem, the statistics we found that most parents feel that girls drop out of school than the parents. Drop out of school because of "do not go to school still taught" and "family financial difficulties", which is the first two reasons.

5 Conclusion and Found

Through literature search and our investigation and interviews, we found that the educational situation of children left behind in rural areas has been greatly improved after the 95 World Conference on Women, our education achieved unprecedented glory. After 2006, our primary education enrollment rate has reached more than 98% in 2009, primary school enrollment rate has reached 99 percent, our education from the figures, the difference between male and female enrollment almost zero. With the popularity of our rural compulsory education, family planning, basic national policy to take root, to carry out the implementation of the basic national policy of gender equality, love girls, girls have been staying in love is the country of birth control, women's federations and other relevant agencies and community concern. Countries have taken many measures to improve the educational level of children left behind, is also active as a community to care for children left behind in education. Take various measures to protect migrant workers in order to protect their children can receive a better education.

But in a gender perspective, using gender perspective to look at and investigate our family education of children left behind, we find the first left-behind children's education status and some problems do exist. More importantly, our situation is not optimistic about staying in the education of girls, children left behind to some extent, we can say that they understand and enjoy the educational resources are relatively weak. Therefore, we should work from the following aspects:

First, we must continue to strengthen gender awareness of the advanced publicity. Further eliminate the deeply rooted patriarchal, men stronger than women awareness for staying healthy growth of girls to create a better environment. Continue to deepen the national policy of gender equality promotion. Within the family should have a scientific gender concept.

Secondly, the power at all levels should pay more attention and care stay girls. Girls left behind are a very special group of adolescent girls than boys due in advance, so the girls at this stage is more sensible than boys to show some of the acts. At the same time, there may be more vulnerable behind sensible physiological age and mental age, there are some incompatible behavior and thinking, so the more their self-esteem, and the lack of talk of objects, more easily sensitive, prone to depression and other negative emotions. So to ongoing counseling girls on the rear and found signs of a bad time to intervene.

Again, the girls left behind to carry forward and establish their own self-improvement, self-reliance, self-esteem and confidence of the four self-spirit. Establish the concept of gender equality. While the right view and evaluate themselves, in time to ease their negative emotions,

Today's girls tomorrow's women builders. Schools, families, society and girls themselves create synergy, more effective rear support girls' education, girls left behind will be better tomorrow.

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