



Research Article

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## Rural left-behind children present situation of alienation from school and intervention study-Seeking to improve the alienation from school of rural left-behind children by group psychology counseling

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### ABSTRACT

Many studies show that rural left-behind children and “un-left-children” have significant differences such as psychology, behaviors and learning. In some rural areas, left-behind children have high dropout rate. The article surveyed rural left-children present situation of alienation in Henan province and found out the alienation of left-behind children is stronger than un-left-behind children, mainly reflected in normlessness, powerlessness and isolation. According to the situation, selecting subject for group counsel and the effect is significant. The result shows group counseling is a successful way and favored by students. It is worth promoting. Finally, put forward suggestions.

**Keywords:** rural left-behind children, alienation from school, drop out

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### INTRODUCTION

The large flows of people lasted more than 20 years from rural to urban has become social and historical phenomenon in China. Although the flow of rural labor made a great contribution to social and economic development of our country, it brought such social problems as left-behind children. In recent years, the problem of left-behind children not only caused the wide attention of society but also got the deep discussion of many scholars. Many studies show that rural left-behind children and “un-left-children” have significant differences in such as psychology, behaviors and learning. In some rural areas, left-behind children have high dropout rate. Research on the alienation from school of rural left-behind has certain practical significant. Therefore, the paper intends to carry out the research and intervention on the school related alienation of rural left-behind children in Henan province.

### THE CONNOTATION OF ALIENATION FROM SCHOOL

Alienation origins in latin “Alienatio” and “Alienare”, Seeman put forward the model of alienation includes five parts: powerlessness, meaninglessness, normlessness, isolation and self-separation. Dean believed that the model of alienation should include powerlessness, meaninglessness, normlessness and social isolation. Many scholars believed powerlessness, normlessness, social isolation and meaninglessness should be the main dimension of alienation. The study of alienation from school started in the western of sixties and seventies of 20th century, and achieved some valuable theoretical and empirical research. Many scholars such as Mau, Rosalind Y. and Seeman had made a large number of investigation and study, but lesser study in china. I have been focusing on the study of alienation from school over the years. Compiled questionnaire of alienation from school in 2004-2005 and surveyed alienation of middle school students in Henan province in 2006. Has published many articles, please check in the bibliography.

Alienation from school refers to the relationship between students and some objects such as teachers, schoolmates, learning activities and school rules become estranged, even dominated and controlled, and so that make the students experience the negative emotion such as isolation, meaninglessness, powerlessness and normlessness etc. Isolation

refers the students lack of communication and rarely participated in group activities in the school. Meaninglessness means that present learning life has no connection with future, and students may have a feeling that school record and prospective work have no connection. Powerlessness refers to the individual find it difficult to achieve themselves goal and live up to parents and teachers expectation. Normlessness refers to the students refuse to accept the rules established by school for them. They don't observe the school discipline and regulations.

Synthesize many literature, we define the meaning of rural left-behind children as 6 to 12 years old children whose parents work outside for more than half an year in the period of compulsory education.

### CURRENT SURVEY

Investigative tool. The questionnaire we adopt is Student Alienation Scale. The questionnaire is the result that the author sinicizes the Student Alienation Scale compiled by Mau, Rosalind Y(1992) in 2005, see the paper“the research on alienation from school. Guttman of the total questionnaire has the half reliability of 0.775, and internal consistency reliability(a coefficient)is 0.773. According to the result of analysis of exploratory factor, the Student Alienation Scale consists of four factors which can explain the 49.464% of the total variation, the questionnaire reliability and validity are according with standard of psychometrics.

Selecting sample. Research group decides to choose luoshan county, suixian and lankao county as the sample of in-depth survey according to analysis of the basic information in the whole province and comprehensive consideration of migrant population in Henan province and regional characteristics.

Information of questionnaire. Based on the principle of stratified random sampling, a total of 500 questionnaires are given out to the countryside elementary school, junior student ask a teacher to cooperate to read the topic, guidance, the students filled in truly. Recycling effective questionnaire 450, effective rate was 90%, 180 of them conform to the condition of left-behind children screening, accounting for 40% of the total.

The result of survey

**Table 1 T testing of questionnaire scores for the alienation from school of left-behind children and un-left-behind children**

group	total average	meaninglessness	normlessness	powerlessness	isolation
Left-behind children	41.9±7.81	13.3±3.17	8.67±2.70	12.70±2.78	8.75±2.35
Un-left-behind children	39.9±7.27	12.8±3.13	7.25±2.20	11.86±2.71	8.01±2.34
T	2.77*	1.70	6.3**	3.29**	3.38**
Sig.(2-tailed)	.01	.09	.001	.001	.001

From table 1 we can see that alienation from school of left-behind children was obviously higher than that of un-left-behind children, mainly embodied in the aspects of normlessness, powerlessness and isolation. From the interview we find that most of left-behind children are difficult to discipline, and academic performance is not very ideal, withdrawn inferiority, which consistent with the research of Cao Chunhua.

### INTERVENTION STUDY

Selecting 60 randomly from the left-behind children of a primary school in suixian county, henan province, and recruiting 30 as intervention object to set up the experimental group, the rest of the 30 people as control group without psychological intervention. To develop psychological intervention scheme and try to proceed psychological counseling for the experimental group with the way of group counseling , and investigate intervention effect, form intervention plans for promotion. The beginning of the semester, before the psychological intervention testing school alienation scale of two groups of left-behind children, after psychological intervention, alienation scale of two groups measured again at the end of the semester.

Principles of intervention: Improve the sense of meaning according to the counseling of learning motivation; eliminating powerlessness according to the counseling of self-confidence and competence; enhancing the sense of belonging according to international relationship counseling; eliminating negative mentality, strengthening willpower according to the counseling of sense of normative.

Intervention program: recruit the fifth grade students volunteered for the "left-behind children's psychological and tutoring paradise", which arranges 15 group activities and each will be held 3 hours per Sunday afternoon for a total of 15 weeks. Each event will weave psychological games, mutual sharing, psychological education and learning guidance together, to achieve the unity of the interest, education and intellect, and strive to learn in the game, get knowledge in the sharing, and grow in the discussion. Team leader is a friend more than a teacher. The team members support and are honest to each other in a sweet and open atmosphere. Psychological games include:

snowball, hit Jason, trust circle, break through security, and dunce cap. The contents of mutual sharing and inspiration: my mom and dad, a better life that I look forward to, my troubles and happiness, my school life, my success and failure. The contents of psychological education: how to view the university and work, how to correctly understand and evaluate yourself (compared to whom and how) and the common deviation, learning habits, and your own ideals, etc. Interesting Chinese and maths is the content of learning guidance which is inserted into group games and psychological education.

**Table 2 T testing of questionnaire scores for the alienation from school of left-behind children between the experimental group and control group (M±SD)**

group	total average before intervention	total average after intervention
Experimental group (n=30)	55.23±7.94	38.96±7.47
Control group (n=30)	54.98±7.82	52.26±7.52
t	0.09	6.75**
Sig.(2-tailed)	0.30	0.001

From table 2, we can see there is no significant difference between experimental group and the control group before intervention, and after the intervention, the alienation from school of experimental group is significantly lower than control group. This condition suggests that psychological intervention obviously reduces the alienation from school of experimental group.

**Table 3 T testing of psychological intervention of questionnaire scores for the alienation from school of left-behind children (M±SD)**

group	total average	meaninglessness	normlessness	powerlessness	isolation
Before intervention	55.23±7.94	17.64±3.15	13.63±2.70	15.60±2.88	10.42±2.34
After intervention	38.96±7.47	13.02±3.18	7.68±2.20	10.38±2.51	7.87±2.35
T	2.34*	1.74	5.48**	1.16	3.36**
Sig.(2-tailed)	.050	.100	.001	.200	.010

From table 3, we can see after psychological intervention, the alienation from school of subjects has significant differences, and the alienation from school of subjects has significantly lower. It proves intervention has made significant effect. The difference is mainly embodied in the two dimensions of isolation and normlessness. Through interviews we know many parents and teachers think students has grown up and are sensible, and many students don't feel lonely because of making some friends with common words. Some students' grades has improved according to the activity. After the activity, even some students reflect this is a very good learning forms and the most relaxed and happy learning since school so that they begin to like learning. Practice has proved that this is a successful exploration of eliminating alienation from school, and the approach can be promoted widely.

### **SUGGESTIONS FOR DISSOLVING THE LEFT-BEHIND CHILDREN'S FEELING OF ALIENATION FROM SCHOOL**

The government should provide more educational facilities in cities, establish more schools for children of migrant workers, accelerate the development of local economy and increase employment opportunities. And the parents should try to improve the level of family education, learn some pedagogy knowledge actively and work at home as possible as they could. As for schools, there is much they can do to improve the present situation.

#### **Guarantee the learning guidance for left-behind children**

Many left-behind children have problems in learning because they have no learning guidance after class and their guardians, usually grandparents, cannot urge them to finish their homework effectively. Therefore, it will be meaningful for the school to organize a center where left-behind children can seek for psychological and learning guidance. And this will be helpful to know the mental state of left behind children, be their friends, and provide chances for them to pour out their hearts and offer learning guidance to help them reduce the learning difficulty. All those will help to make school a paradise for left-behind children. In addition, teachers can also make efforts to improve the current situation by setting special groups, for example interest groups.

Advocate full-time boarding school or school for children of migrant workers Full-time school and special school for children of migrant workers can help to solve the learning, living and mental problems for left-behind children.

#### **Reduce the learning burden and advocate happy learning**

As far as many students, there is so much homework to do that they cannot have a good rest even on holidays, which makes them feel that learning is boring and monotonous. So, it is urgent for education department to realize the seriousness of the problem, reduce students' homework burdens and cultivate their learning interest so as to make it

possible for students to learn in joy. If it is possible, the school can, like this study, classify the students into different groups according to their different states and then give certain groups certain guidance. The guidance can be psychological education and subject learning together with mind games and feeling telling, which is popular among students.

Recruit mental healthy teachers and set up relevant classes in rural primary and middle school  
Recently, primary and middle schools in developed cities already have had mental healthy teachers, but their counterparts in rural areas have no such teachers, which lead to the left-behind children's lack of necessary psychological guidance. Left-behind children, as many studies proved, are likely to have mental problems that have the symptoms of inferiority feelings, depression, self-closure, solitude, bad learning habits, or even school phobia and weariness. Therefore, it is a must to employ psychology teacher, establish a psychological consulting room and set up classes on mental health

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