

# Analysis of Psychological Problems of Left-behind Children in Poor Rural Areas

–Taking Bijie City as an example

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**Abstract:** The development of China's economy has promoted the process of urbanization. However, in poor areas with slow economic development, the labor force has continuously poured into urban areas from remote villages to obtain more income. Migrant workers make contributions to the development of the city, which leads to the phenomenon of left-behind children. It is of great significance to analyze the psychological problems of left-behind children in poor rural areas. This paper analyzes the psychological problems of left-behind children, puts forward relevant strategies to ensure the psychological health of left-behind children, and advocates the society to pay more attention to the psychological status of left-behind children and care for left-behind children.

**Keywords:** Poor areas; Rural areas; Left-behind children; Psychological problems; Bijie city

## 1. Introduction

The imbalance of development in different regions has caused many laborers to move from backward areas to developed cities and towns, which is a very common phenomenon today. However, the consequence it brings is the emergence of a large amount of left-behind children. In remote and backward areas, there are many left-behind children. The lack of parents' care and correct guidance has led to many problems of left-behind children in the growing stage. Among them, the most serious problem is psychological problem. The lack of treatment and guidance of psychological problems will affect the formation of children's personality. Therefore, it is necessary to pay attention to the psychological problems of left-behind children, which not only affects the development of left-behind children, but also affects the stable development of society.

## 2. Basic Status of Left-Behind Children in Bijie City

Left-behind children refer to children under the condition that both parents go out to work, or one parent goes out to work and the other has no guardianship. Most left-behind children are raised by the elders of the previous generation, or live with other relatives and neighbors, or even live alone. Due to the rapid development of urbanization, most of left-behind children are distributed in remote areas in western China. Guizhou Province is an underdeveloped area located in the west of China. Every year, many laborers go out to make a living, which leads to a huge base of left-behind children. Bijie city is one of

the most populous areas in Guizhou Province, but its economic development is backward. Due to the barren land, the remote geographical location, traffic congestion and backward economy, the local laborers go out to work. Bijie city has become the region with the largest number of left-behind children in Guizhou [1].

In recent years, many incidents have occurred in rural left-behind children in Bijie city. In 2013, 5 stray rural left-behind children in Qixingguan district of Bijie city died of poisoning of carbon monoxide in the trash bin; in 2015, 4 rural left-behind children in the area killed themselves by drinking pesticides at home. These numerous incidents about left-behind children have aroused widespread concern in society. The local government has also taken a series of measures, but the problem of left-behind children remains unresolved. The suicide of left-behind children also warns us. The society not only needs to pay attention to the basic life of left-behind children, but also needs to pay attention to the psychology of left-behind children. Although the occurrence of the incident does not reflect the psychological state of all left-behind children, it also reflects the psychological problems of this group to a certain extent.

## 3. Psychological Problems of Left-Behind Children in Poor Rural Areas

### 3.1. Inferiority, loneliness and introversion

For left-behind children, the formation of inferiority, loneliness and introversion is closely related to their environment. In the process of growing up, children are inseparable from their parents' care and education. Due

to the lack of parents' company, left-behind children in rural areas have no sense of dependence on their families. Due to the lack of parents' company, when encountering difficulties and problems, they can't get care and guidance in time. Most of left-behind children envy that they can be with their parents, so they feel inferior. Because of the difficulties in communication between generations, most of left-behind children who live with the elderly have a great generation gap, which leads to great problems in good communication. The old people in rural areas who have old ideas are mostly tolerant or indulgent to their children. They care about their children's clothing, food, housing and transportation, but ignore their psychological problems. For a long time, these children will become introverted, do not like to communicate with others, and be wary of people around them. Left-behind children who grow up under such conditions are often introverted, lonely, and not good at communicating with people, which leads to these children becoming autistic. Due to the lack of care and education from parents, left-behind children can't communicate with their families and their interpersonal skills are weak, which is not conducive to the growth of left-behind children [2].

### **3.2. Left-behind children are easy to have excessive behavior and strong rebellious psychology**

Childhood is the most important stage of growth in life. At this stage, the outlook on life and values have not yet been formed. At such a critical stage, if there is not enough discipline and restraint, children may have excessive behavior and develop in the wrong direction. Because they cannot accompany left-behind children, parents of left-behind children often make up for the lack of care for left-behind children by giving money. However, at the critical stage when children's outlook on life and values have not yet been fully formed, most children can't control themselves, and lack restraint, and will spend a lot of money on entertainment and recreation. Due to lack of discipline and restraint, these left-behind children will become uncontrolled in spending, squandering money, producing excessive behavior, and will develop bad habits such as alcoholism, smoking, and fighting, which will cause children to form a wrong outlook on life and values. Because psychological problems are not resolved in time, left-behind children tend to be irritable, rebellious, and disobedient to others' discipline, and become impulsive. When there is a conflict with people, left-behind children often solve the problem through violence. Solving problems through violence is wrong. In the stage when the values have not been formed, untimely guidance will lead to deviation from the correct direction, which will affect the life of the child.

### **3.3. Left-behind children become anxious and have difficulty concentrating on learning**

Due to special family circumstances, left-behind children often bear the burden of the family prematurely and are more mature than children of the same age. When encountering problems in life, learning, or other aspects, left-behind children are more stressed than their peers because they cannot seek help from parents. Many left-behind children also care about their parents outside, worry about their health, and have anxiety about the family's economy, which shows the greater pressure in their minds. Due to excessive ideological pressure, left-behind children often become anxious. Meanwhile, left-behind children also have to learn. For left-behind children who are still in the growth period, it is difficult to balance the pressure on life and learning. Therefore, many left-behind children perform poorly in learning, and it is difficult for them to concentrate on learning. In addition, due to the backwardness of education and culture in remote and backward mountainous areas, there is often a "useless theory of reading". Especially in areas where gender discrimination is severe, girls who want to improve their education are often opposed. In the absence of correct guidance from teachers and elders, left-behind children often have the idea of dropping out of school and going out to work. Because the local income is not enough to support the family, many adults choose to go out to work, which will make left-behind children mistakenly think that dropping out and working is more promising than learning. Prompted by this kind of thinking, left-behind children will not concentrate on learning, which will cause them to easily get tired of learning [3].

## **4. Countermeasures and Suggestions to Solve the Psychological Problems of Left-Behind Children in Poor Rural Areas**

### **4.1. Parents should change their concepts, strengthen their sense of responsibility, and pay attention to the psychological status of left-behind children**

The family environment plays an important role in the growth of children. Due to the special circumstances, there are many deficiencies in the atmosphere of the families of left-behind children. As parents of left-behind children, they should change their concepts and strengthen their sense of responsibility. They should not only pay attention to the basic life of left-behind children, but also pay attention to their psychological status. Firstly, parents should always communicate with children, conduct psychological counseling in time, and pay attention to their psychological status. Secondly, during the period of going out to work, parents should choose appropriate guardians to take care of the children as much as possible, and should consider it from the direction most conducive to the development of left-behind children. Finally, if parents need to go out to work, parents should stagger the working hours according to the actual conditions to en-

sure that one party can take care of left-behind children. If conditions are available, parents accompany children as much as possible. Parents should fully participate in it, and their ideas, words and deeds have an impact on children. Especially in the growing stage of children, they can affect left-behind children's psychological development and the formation of values. Therefore, parents should get rid of the old ideas, keep pace with the times, pay attention to children's psychological health, and minimize the negative impact on left-behind children.

#### **4.2. The schools should establish psychological counseling institutions and attach importance to psychological counseling for left-behind children**

The lack of family affection constraints is not conducive to the formation of healthy psychology. Considering the special situation of left-behind children, the schools should take their own responsibility and pay more attention to the psychological development of left-behind children. Firstly, the schools should not only introduce excellent psychological counselors, but also improve the psychological knowledge of school teachers accordingly, and establish psychological counseling institutions. If necessary, the schools should take the initiative to solve the problems of left-behind children in a face-to-face manner and ease the emotions of left-behind children. In the course design, the schools should appropriately carry out elective courses such as psychology, and hold lectures and other activities related to psychological health to promote the formation of health psychology of left-behind children. Secondly, compared with others, the situation of left-behind children in learning and behavior is relatively complicated. Teachers should not completely criticize and blame, but should do reasonable persuasion. Teachers should also discover the advantages of left-behind children and encourage them to strengthen their self-confidence. In addition, the schools should actively carry out activities that are helpful to students, so that left-behind children can be integrated into it, which can bring joy to left-behind children, reduce their loneliness and depression, and create a healthy and harmonious campus for left-behind children, and contribute to the formation of their healthy psychology. Finally, the establishment of boarding schools can help left-behind children solve the problem of the accommodation to a great extent, which creates a warm living environment for left-behind children and further promotes the formation of positive optimism of left-behind children [4].

#### **4.3. The government should develop the local economy and pay more attention to the psychology of left-behind children**

Due to economic backwardness, many laborers in Bijie city, Guizhou province left their hometowns and went to developed areas to work. The backward economy has led

to lower incomes, which is the root cause of the labor force entering the cities to work and the large number of left-behind children. Therefore, the most effective way to solve the psychological problems of left-behind children is to let their parents stay with left-behind children. Therefore, the local government must take corresponding measures to vigorously develop the local economy. Combining with the geographical environment of the region, the government should develop tourism with its own characteristics according to its original ecological scenery. The government should take encouraging measures to reduce the number of people going out and encourage local farmers to find jobs locally or nearby. In addition to measures to retain the local workforce, the government can also provide corresponding support to people who can move into cities, which can reduce the number of left-behind children from the source. In terms of social assistance, the past assistance paid more attention to material aspects and ignored the psychological and emotional support of left-behind children. Therefore, in addition to providing the necessary material assistance, the society should also pay more attention to the psychology of left-behind children, and encourage people from all walks of life to provide left-behind children with assistance in terms of spirit, psychology, and emotion. The solution of problems of the psychological health of left-behind children requires the help of all aspects of society, and the establishment of a long-term mechanism for continuous care. Creating a healthy and stable environment can prevent left-behind children from becoming autistic and make left-behind children form a positive and healthy psychology, which can promote the healthy development of left-behind children.

### **5. Conclusion**

The lack of parents' company leads to the problems of left-behind children's character, learning, emotion and so on. Families, schools, local governments and all sectors of society should pay more attention to left-behind children's psychology, and create a good environment for the growth of left-behind children, so that they can grow up healthily and optimistically.

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