



Analysis of Difficulties in Rural Left-behind Children and Countermeasures of Social Work Intervention

—A research Based on Primary School of Yi na town of Weining County

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ABSTRACT

Recently, civil authorities in Guizhou province, Guizhou University, and Guizhou Minzu University form an associated steering group to investigate social work services for the left-behind children, which is for grasping related situations of social workers caring left-behind children, summarizing the experience of civil affairs department in protecting and helping the left-behind children, expanding the scope of social work services in left-behind children, making professional social workers play their role effectively in the left-behind children protection and care.

Keywords: Left-behind Children; Countermeasure; Social Work Intervention

1. Rural Left-behind Children Work Development Situation and Effects

Lately, party and government main leaders of Yina town of Weining County, the head of each division, relevant business departments and the villages (communities) principal officials hold the party-government meeting to conduct special study deploying the caring work of left-behind children and these three kinds of vulnerable groups, organizing 15 village leaders, leaders stationed in the village by higher-ups help village committees solve practical problems, and leaders who are propagandists

of guidelines and policies and are the connectors of Party-masses relationship to go into villages and peasant households to do a baseline screening registration work, finding problems and caring timely, carrying out work as the principle of targeted poverty alleviation of hard-pressed people, and the village committees organize the public select caring neighbors to let left-behind children always be concerned about. Statistically, 529 kids are identified as left-behind children in Yina town, 88 troubled children, 51 people having been succored temporarily, meanwhile, the government organizes 380 teachers in the whole town visit left-behind students within their jurisdictions, promoting safety knowledge and giving psychological guidance, laying a solid foundation for social workers entering and being stationed to carry out the service. At the same time, Yina town of Weining County makes full use of the advantage of volunteers (teachers), conducting twining-help and so on service mode, which provides social work service with human resources support. Form a virtuous cycle effect of "social workers leading volunteers,

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volunteers assist social workers, volunteers launch the public, the public participate in volunteers”, which has attracted all fields and departments join the action of "Caring for Children, Concerning the Future" so that social resources can be integrated effectively.

2. The Plight Kinds of Rural Left-behind Children

75 left-behind children of grade 4 to 6 of primary school of Yina Town of Weining County are selected as the research object. By investigating life, learning, interpersonal relationship of these students, we analyze data from the result of the survey and analyze factors which influence normal socialization of the left-behind children in this town.

2.1 Family predicament.

The average age of survey sample is 12.6 years old, and 63% parents of left-behind children have gone out for work for 3 to 5 years. It shows that most left-behind children separate from their parents at the age of 7 to 9. 70% left-behind children contact with their parents on telephone once a week. And 33.7% left-behind children who live in guardian house feel no constraint and discipline. Guardians of left-behind children lack of discipline and persuasion for them. When meeting problems which puzzle themselves, 40% left-behind children choose to pour out with their friends, 56% left-behind children choose to keep silent or to relieve their feelings by their own methods, only 4% left-behind children to communicate with parents or teachers in their own way. The investigators interview children who choose silence or relieve their feelings in their own way. Most of the children feel that their parents are far away from them, even if they make a phone call with their parents to talk about their own situations, parents cannot come back to their side timely, and they are even to blame by parents. According to teachers in schools, left-behind children dominate in the fighting incidents, because of the lack of parental supervision, left-behind children solve problems in the way that they think personally is right, including methods such as violence, suppress their own emotions, when getting into some troubles, they have not right guidance and way to solve the problem.

2.2 School predicament

The questionnaire shows that 40% left-behind children think they have too much homework and schoolwork is relatively heavy. In the aspect of recreational and sports activities, each semester school will hold sports or cultural activities. While most of the students like school collective activities, but opportunity is limited. And the last open

parts of the questionnaire, in terms of the suggestions about schools and teachers, most of the students mention that art and music lessons should be added. Through interviews we can know that because art and music class is out of the test range, schools often change art and music lessons into self-study courses. Art and music lessons are illusory. School infrastructure refers to school buildings, educational facilities, campus recreational and sports facilities, campus environment such physical forms, which are the most intuitive form of hardware of campus culture, school infrastructure is essential factor for edifying students' temperament and mentality chronically. Through analyzing of the questionnaire and interviewing school leadership, finding that physical environment of this school is not optimistic. Now seen from outside of the school, it looks colorful, but it's not a qualified school building. The classrooms are damp and parts of walls are deciduous.

2.3 Generation group predicament

In the survey result, we can find 70% left-behind children think they are greatly influenced by their friends. 72% of their friends are left-behind children. On the one hand, they are in childhood, having no clear concept about choosing friends. 85% left-behind children think who have common hobbies with themselves can become friends, and they don't realize the impact friends have on them. Even 45% left-behind children know that their friends do something immoral, and they are also involved. On the other hand, self-control ability of left-behind children are poor, seeing other children playing when they are doing homework, 70% children will be disturbed, unable to focus.

3. Countermeasures to Solve the Problem of Rural Left-behind Children

3.1 Professional methods to intervene

First, case work method. Practice proves that when the family has problems, not only the family members will adjust their communication and behavior way, but also other members of the family should respond to family problems. Family crisis can be used to resolve family conflicts, so that the family system can operate well. In terms of family structure, first step is to improve the parent-child relationship. Left-behind children parents should go home regularly to see children; they should concern more about life, learning, communication of their children. Change the original way of communication to help children establish new behavior way. Enhance the affection between left-behind children and parents.

Second, method of group work. Making team members form a cohesive force and realize the team as a whole,

in the team, each member's performance or change will affect the whole team change constantly. Team members are familiar with each other and team cohesion forms as the group activities carrying out. In the team, peer groups of every left-behind children become a mirror of each other, through reacting to and evaluating behavior of peer groups of other left-behind children, we can see whether peer groups of left-behind children their own behavior, personality are appropriate, and whether it will be detrimental to team members and the whole team, or need to modify. Later mainly through group activities to make left-behind children peer groups reinforce positive qualities, and to make left-behind children learn and master social behavior, such as knowledge, skills, language, norms and values, adapt to the society and act on society positively in the group activities, promoting normal socialization of them.

Third, community work method. Community environment has a subtle influence on left-behind children's living and learning. In community work, promoting residents' participation, we should pay attention to excavating the potential of residents, and cultivating their ability to solve problems. It is important to improve mutual help awareness of residents, and strengthen sense of belonging of community. To do community work needs to integrate social resources, use material help provided by the government and society for left-behind children, and connect all kinds of access to gain resources, and improve community infrastructure construction. Community should increase economic investment of schools to improve school conditions, construct playgrounds and libraries for the left-behind children.

Fourth, the social administration. It is current urgent task to shape a professional, rational structure of the rural social workers. Initiated by the civil affairs departments at the county level, receiving economic support of the financial department, we should organize women's federation, communist youth league, village committee and some part of school teachers of left-behind children to consist of rural and school social workers, and hire professional social workers to provide these people with training in social work practice and theoretical study to make them master some basic professional theory and practical skills, and to carry out the practical work to solve the problem of left-behind children effectively. Make full use of professional social work ideas and methods to provide left-behind children with psychological decompression, mood dredge, peer support and resource connection and so on diversified and specialized social work service to help them improve

self-learning and social intercourse ability, and reduce the deviant behaviors of left-behind children to promote the social support network system construction.

3.2 Establish and improve the supervision mechanism

Strengthen the supervision of left-behind children social work services. For example, transfer professors or experts from Guizhou University and Guizhou Minzu University to supervise, building a network of remote supervision, and timely tracking service progress and results. Establish "social work + volunteers" link mechanism, according to the fact of lack of social workers, through social workers leading volunteers, and volunteers assist social workers carry out left-behind social work services, and social workers supervise volunteers in professional skills, professional methods to promote professional levels and strengthen social work team.

3.3 Expand the service scope gradually

Investigators believe that expanding services fields of social workers should base on institution and regard service as the carrier constantly. Here are good service and high working enthusiasm in Yina town of Weining County, volunteers play a significant role, and an urgent need is social work intervention, so it is recommended that we should increase "three areas" Yina town of Weining County service point on the basis of the original 10 social worker teams. Guizhou Minzu University has carried on the previous research, it will select 10 social workers enter into YiNa town to carry out services recently, and the service scope will expand to remained elderly and left-at-home women and so on vulnerable groups, expand service coverage.

3.4 Increase money input

First, increase financial investment. Supervise the civil affairs departments at various levels to gain the support of local financial departments, increasing investment on left-behind children social work services gradually. Enlarge scope and scale of social work services which are bought by the government.

Second, enhance investment in lottery welfare fund. Supervise the civil affairs departments at various levels allocate funds from retention of lottery welfare fund, according to work needs, increasing welfare lottery welfare fund investment to buy professional social work services to support left-behind children social work service.

Third, absorb social fund investment. Encourage and promote social organizations to buy social work services, social charity organizations support creative social service projects in the way of project financing to form the diversification of capital resources.

4. Conclusions

Although the existence of left-behind children is an objective reality that can not be ignored, the negative problems of left-behind children's education have been gradually solved with the development of rural economic society and the implementation of educational methods such as the increase of school students' attention in rural areas. On the other hand parents, schools, society to help children stay at home to establish the correct learning, life thinking. Throughout the whole society, we in the analysis of left-behind children's education, we should look at this issue in a comprehensive manner, vigorously develop the rural economy, narrow the urban and rural economic gap, enhance the educational strength of rural areas, to enhance the guardian's educational capacity are conducive to fundamentally solve the rural left Children's education. Need to work together to work together to effectively explore the way to solve the problem of left-behind children's education. Through this study, the left-

behind children have a more in-depth understanding. The social dilemma of the left-behind children is mainly manifested in the aspects of family structure, family infrastructure, examination-oriented education, school infrastructure, home-school cooperation, peer group and community. According to the social dilemma of the left-behind children, Social work is still in the early stage of development and lacks experience for the application. Therefore, the concrete effect needs to be further observed and improved.

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