

The Influence of Parental Migration on Migrant Children's Development

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Abstract. With the continuous development of China's economy, there are more and more employment opportunities in cities, and the demand for labour in society has also increased. In this environment, the number of rural young and middle-aged labourers working in cities is increasing, and the scale of migrant children is gradually increasing. Class differences and solidification have led to many inequalities in education. The study of migrant children who come to live in the city has become a difficult problem to solve. Based on Bourdieu's capital theory, this article uses literature analysis to study the theme that what influences migrant children's development. Through the collation of 13 existing literature and the analysis of ecosystem theory, the author found that the development of accompanying children has not only the personal reasons of students and the impact of family fields; there are also conflicts between family and school educational concepts, and the economic interaction between family and school; and finally, there is also the influence of national education policy. The study found that the education investment of rural-urban migrants' parents is closely related to the academic performance of their children. The school of migrant children is closely related to the educational resources that migrant children can accept. Parents can help children adapt to urban life. The government should not let China's unique household registration policy become an obstacle to restricting migrant children's schooling. The government should guarantee the right to education of migrant children.

Keywords: Migrant Children, Education, Migrant Parents, Cultural Capital.

1. Introduction

1.1. Present Situation

China is a large agricultural country, and the rural population accounts for a large proportion of the total population. Therefore, the quality of rural people and the level of rural education play a very important role in the improvement of the quality of people. However, rural education is still a relatively weak link in China's education. With the continuous improvement of the economic situation, China's patriarchal ideology continues to weaken, and the gap between the education of men and women has also narrowed. This phenomenon has also narrowed the education gap between urban and rural areas to a certain extent. However, people can still see the obvious social stratification of education in China. It can be said that although the country's education policy is constantly adapting and improving with economic development, the problem of educational inequality has always existed and is difficult to eliminate.

1.2. Education Inequality

Education inequality is reflected in rural and urban areas, in educational opportunities for men and women, in developed and developing areas, and between ethnic minorities and Han ethnic groups. Urban economic development and these inequalities have caused a large number of rural labour to migrate to cities. In order to develop industry, a part of agriculture has been sacrificed, which makes rural people believe that they earn much more income from working in cities than farming at home. In order to change the family's economic situation, they decided to leave home and work in the city.

Most of the labour force migrating from rural areas to cities is young and middle-aged. Most rural people at this age have children. Their children either follow them to live in the city or stay in the countryside to live with their grandparents. These children are divided into left-behind children and

relocated children. Migrant children mean school-age children and adolescents who live with their migrant parents and receive compulsory education in the cities where they are imported [1]. Left-behind children means that “rural to urban labor has created a generation of children who remain in the countryside with a surrogate caregiver when their parents migrate for work, these kids are called left-behind children (LBC)” [2].

China has a large population of migrant children. Since the 1980s, the acceleration of industrialisation and urbanisation has caused a large number of surplus rural workers to flood into cities, forming the largest wave of population migration in human history. By the mid-1990s, the number of people migrating from rural areas to cities had reached between 25 million and 80 million, which was already the same at that time [3]. When it comes to the total population of a populous country.

According to the data of the seventh national census, the number of migrant people in China reached 376 million in 2020, surpassing the total population of the United States, which ranks third in the world in terms of population [4]. This is 155 million more than the data of the sixth national census. The working-age population has always been the main force of the floating population. According to the data of the 2015 national population sample survey, the proportion of the migrant population aged 16 to 59 in 2015 was 84.1%, and the proportion of the young and middle-aged labour force aged 16 to 44 was 81.5% [5].

With the increasing popularity of family migration, the number of children who have moved has gradually increased. With the advancement of China's industrialisation and urbanisation, the floating population and accompanying children have become a huge group. Taking the data in 2020 as an example, the proportion of the floating population in the total population in the country is more than a quarter, and the proportion of migrant children in the compulsory education stage is more than one-eighth [6]. The compulsory education policy for relocated children involves the education of hundreds of millions of migrant people, hundreds of millions of migrant families and tens of millions of school-age children in compulsory education.

With the continuous development of China's economy, there are more and more employment opportunities in cities, and the demand for labour in society has also increased. In this environment, the number of rural young and middle-aged labourers working in cities is increasing, and the scale of migrant children is gradually increasing. Class differences and solidification have led to many inequalities in education. The study of migrant children who come to live in the city has become a difficult problem to solve.

2. Influence

2.1. Academic Performance

The academic performance of migrant children is related to the quality of the schools they attend [2]. It also means that migrant children have access to better educational resources than Left-behind children. Parents' education level influences their children's cognitive level to some extent [5]. This is closely related to family education.

According to Budieu's capital theory, it is divided into economic capital, cultural capital and social capital [5]. Economic capital is the root of all kinds of capital. The stronger the economic strength, the more capable it is to strive for educational resources for children, which directly affects the quality of education; cultural capital can be simply understood as the education level and educational expectations of parents; social capital refers to the social network that parents can obtain. The profitability of educational capital is reflected in the investment in education in order to obtain educational achievements and the social and economic benefits brought by educational achievements. The productivity of educational capital lies in the fact that educational capital is not directly transformed into economic capital or social capital, but acts on learners, which is transformed into the generation of their own culture, technology and spirit through learners' application, so as to achieve intergenerational transmission. The problem of obtaining the education of the descendants of

urban and rural immigrants focuses on the following aspects: the current situation of the access to educational resources of the descendants of rural immigrants and the problems they face.

There are urban-rural differences in the intergenerational transmission of educational capital. Factors influencing the academic performance of rural immigrants. As far as the economic capital of the parents is concerned, the higher the investment in education, the better the academic performance of the descendants. As far as the cultural capital of the parents is concerned, the higher the educational expectations are, the better the academic performance of the descendants. As far as the social capital of the parents is concerned, the stronger the ability to obtain educational resources, the better the academic performance of the descendants.

Factors influencing the academic performance of rural immigrants. First, parents have a low cultural level, less investment in education, less strong family cultural atmosphere, and too high expectations will have a negative impact on the academic performance of the children of migrant workers. Second, the children of migrant workers have good distance adaptability, stability and urban adaptability to mobility, and large cities are more conducive to the individual development of the children of migrant workers. Compared with left-behind children, the academic performance of migrant children has improved significantly. Third, the status of education policy in the place of relocation. At this stage, under the guidance of the policy of the children of migrant workers to study in different places, the local government's disregard for the schools of migrant children is the root cause of students' low academic performance.

2.2. Mental Health

Migrant children have to face two challenges of social identity and live adaption. Economic conditions, cultural differences and other reasons make it difficult for migrant children to make friends in school [5]. Family environment, living habits and other reasons make it difficult for migrant children to adapt to life in the city [7]. To be honest, it is difficult for migrant children to integrate into the city. But the most important thing is that they can have the company of their parents.

When studying in the same school, the performance of rural immigrant students is not inferior to that of urban students. Objectively speaking, the exclusion of enrolment opportunities for rural immigrant students has existed for a long time. Migrants enter the city from the countryside, and their clothing, food, housing and transportation still maintain their original appearance. Urban people naturally think that they are "rural people". However, such contradictions are mostly unstructured. For example, in modern times, immigrants from all over Shanghai choose to run their own schools instead of enrolling directly, mainly because immigrants live in large numbers, and students can enrol nearby, and the vast majority of immigrants can only communicate in dialects. "Urban schools do not accept" is an important reason why migrant workers in the Pearl River Delta do not take their children to study in the city.

Although rural children enter the city, they do not get the status of "city people". The schools they can attend are usually poor-quality schools. The visible urban-rural boundary is reconstructed into the invisible urban-rural boundary within the city. The age of the relocated children is still relatively young, and they cannot adjust their state in time in the face of environmental changes and challenges in life and learning. It is very easy for the children to have conflicts with the people around them in the new school. If they don't adjust in time and don't get help from their parents, they will face great difficulties. The huge status difference makes it easy for migrant children to be discriminated against by other students in school [8, 9]. This kind of discrimination can turn into school bullying.

The perception of these discriminations significantly affects the social anxiety, loneliness and depression of accompanying children. Some migrant parents even choose to take their children back to the countryside because their children can't adapt to urban life and get their identity [10]. In this special situation, the accompanying children urgently need the care and help of their parents. When the accompanying children encounter difficulties, the listening and comfort of parents can help the accompanying children release the current pressure. While improving the parent-child relationship, it also helps the accompanying children to improve their personality. On the contrary, lack of

communication will make accompanying children have the illusion that their parents don't care about them. Parents' neglect makes the relocated children lock themselves off. This makes it more difficult for accompanying children to adapt to urban life [11].

3. Policy Suggestions

Local education management departments should check all kinds of policies or regulations related to the enrolment of rural immigrant students in order. Resolutely clean up the unreasonable and inappropriate provisions of the existing policy. It is necessary to people to effectively protect the right to education of rural immigrant students, especially migrant children and adolescents. It is necessary to promote social fairness and justice and keep the rural labour force in the city as much as possible. Therefore, it is necessary to clarify the social exclusion faced by rural immigrant students and narrow the difference between them and urban students in enrolment opportunities. At the same time, let the local government supervise the effective implementation of the policy [12].

It is necessary to accelerate the balanced development and layout optimisation of compulsory education. Some people build a number of schools in places where rural immigrant students are concentrated in line with the standardised construction of compulsory education to ensure their equal rights to receive compulsory education. Considering the fact that it is convenient for rural immigrant students to enter private schools, people will increase support for private schools in terms of school funding, teacher training, school building renovation, etc., so as to effectively improve the quality of private schools [13].

People will improve the implementation of sustainable employment for rural immigrants and ensure the accumulation of economic capital of their families. Optimising the institutional environment for the influx of migrant people plays an important role in better integrating into the city and realising citizenisation. The minimum wage standard only guarantees the employment level of formal professional practitioners in the system, while non-regular professional practitioners are not covered by the minimum wage, which greatly reduces the employment quality of the migrant population and cannot enjoy the minimum wage. Therefore, relevant laws and policies are formulated and improved, and informal occupations are also included to ensure the legitimate rights and interests of informal occupations and reduce the employment vulnerability of migrant families.

4. Conclusion

Many parents of migrant children mentioned that due to the limitations of the family's economic situation, personal education level and time and energy, they want to bring some help to their children's studies and life, but they do not have the ability to help. Most of the parents of the accompanying children come from the countryside and have a low level of education. The rapid development of the social economy has led to the continuous improvement of labour demand, which has led to the parents of migrant children who have scattered their energy to participate in their children's education in the process of capital accumulation. Therefore, they have no time to take into account the companionship and communication between parents and children, let alone participate in children's school activities and maintain a good home-school relationship. The low level of economic income and education reduces the implementability of parents accompanying children to participate in their children's studies, resulting in a deviation between parents' actual actions and inner will.

There are differences in the degree of participation of parents in their children's education with different family capital. Generally speaking, the higher the socio-economic status of the family, the more parents can realise the importance of their children's education for their future adult life. Therefore, these parents will participate more actively in their children's learning activities, and also understand and attach more importance to the significance of family support. Most of the parents of the accompanying children are rural migrant workers, who are vulnerable in the labour and employment market and face greater social risks. The scarcity of resources makes parents of migrant

children have limited and passive ability to resist risks in the face of changes in the living environment. Under the influence of negative emotions caused by the heavy burden of life, the parents of the accompanying children may adopt a strict and rough upbringing for their children. The negative emotions they show when disciplining their children will further trigger parent-child conflicts and weaken their learning motivation.

The author found that the development of accompanying children has not only the personal reasons of students and the impact of family fields; there are also conflicts between family and school educational concepts, and the economic interaction between family and school; and finally, there is also the influence of national education policy. The study found that the more parents' education investment in rural immigrants, the better their academic performance. The better the educational resources of the school for the accompanying children, the better the academic performance of the students. The closer the relationship between parents and children, the better the children can adapt to urban life.

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