

A Comparative Study of Time Management Self-Monitoring between Left-behind Children and Non-left-behind Children of Different Guardians—A Case Study of Panzhihua City as a Labor Importing City

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Abstract. Objective: Comparing the time management self-monitoring difference of left-behind children under different guardians and non-left-behind children, assessing the time management self-monitoring level of left-behind children and providing a reference basis for the intervention study. Methods: Using stratified random sampling to extract grade 2 students in 6 junior middle schools of Yanbian, Renhe, Miyi in Panzhihua City as the object of investigation. Using self-made questionnaire of time management self-monitoring and questionnaire of left-behind children's basic information to conduct investigation. Results: (1) According to the time management self-monitoring status of left-behind children under single parent guardianship, ancestral guardianship and previous generation guardianship and non-left-behind children under parental guardianship, in the score of each dimension, children under four types of guardianship had different scores in three dimensions of "openness", "initiative" and "efficiency", which was statistically significant ($P < 0.05$). (2) By the multiple comparison of the scores on time management self-monitoring between children under four types of guardian, it could be found that non-left-behind children under parental guardianship had higher scores than that of left-behind children under single parent guardianship in the "openness", "initiative" and "effectiveness" three dimensions, and the difference was statistically significant ($P < 0.01$); non-left-behind children under parental guardianship had higher score than left-behind children under previous generation guardianship in the dimension of "validity", and the difference was statistically significant ($P < 0.01$). Conclusion: The negative impact of Parents going to work outside on the time management self-monitoring of left-behind children is real. The lack of parental guardianship is the main cause of left-behind children's time management self-monitoring problems. Parents should communicate with left-behind children through a variety of ways, give children more support and focus on children's time management and self-management. Besides, parents should also strengthen the contact of the entrusted guardian who should also play their roles to promote left-behind children doing efficient time management.

1. Introduction

Rural left-behind children refer to children in the compulsory education stage who are left in rural areas and need other relatives or clients to take care of because both or one of the parents go to work outside [1]. With the transfer of rural labor force to urban areas, the number of left-behind children in rural areas has kept expanding, which has become a relatively common social phenomenon. The types of guardianship of left-behind children are mainly divided into four categories: single parent guardianship (the father or mother works outside so the other parent takes care of the child at home); ancestor guardianship (the parents work outside so the ancestors raise left-behind children); the previous generations guardianship (the close relatives, neighbors or friends trusted by outside parents

become the guardians of left-behind children); peer guardianship (the older siblings act as the guardians of left-behind children or left-behind children care for themselves when parents work outside) [2].

Some scholars believe that time management is a kind of personal characteristic. It is a psychological and behavioral feature that individuals show during the monitoring and evaluation of relations between activities and time based on the understanding of time value and meaning, which is a multi-dimensional and multi-layered psychological structure [3]. Being everywhere, time is a constant resource. In fact, time itself cannot be managed. Individuals can only manage the way in which time is used. Time management is personal self-management and it is very important to self-monitor time planning behavior. Therefore, Zhang Feng proposed the theory of time management self-monitoring [4], which believes that time management is an individual's monitoring and control of the use and operation of time resources. The time management problem of left-behind children is more serious. Left-behind Children often cannot actively take the time management self-monitoring behavior, cannot openly improve the time management self-monitoring situation and cannot effectively implement the time management self-monitoring behavior. The left-behind children are in the critical period of growth, so the separation of parents and children and the lack of family education may be the reasons for their problem of time management self-monitoring.

The purpose of this study is to compare the status of time management self-monitoring between left-behind children with different types of guardians and un-left-behind children, and to explore the influence of different types of guardians on time management self-monitoring of left-behind children.

2. Research Methods

2.1 Research Objects

Middle school students in Yanbian, Renhe, Miyi of Panzhihua City were selected as the targets of the survey. The survey did not investigate the left-behind children of peer guardianship and conducted an inspection of the completeness and authenticity of the recovered questionnaire. The responses which were apparently not serious or contained response bias should be eliminated. A total of 614 valid participants were included in table 1.

Table 1. Table of tested structures

Sex	Single parent guardianship left-behind children	Grandparents guardianship left-behind children	Last generation guardianship left-behind children	Parental guardianship non-left-behind children	Total
Male	67	33	5	207	312
Female	60	35	8	199	302
Total	127	68	13	406	614

2.2 Research Tools

This study mainly uses questionnaire survey and interview method. The questionnaire used is a self-compiled questionnaire, which is divided into two parts. The first part covers basic information such as grade, gender, type of Guardian, frequency of parents returning home and status of wards. The second part is the time management self-monitoring scale, with a total of 35 topics, which is mainly divided into 8 dimensions: initiative, self-control, openness, effectiveness, target setting, time planning, flexibility and inspection evaluation. The questionnaire uses Richter's five-point forward scoring system to represent its degree of identity. 1 indicates that it is completely inconsistent, 2 indicates that it is basically inconsistent, 3 indicates that it is sometimes consistent, 4 indicates that it is basically consistent, and 5 indicates that it is completely consistent. The reliability test uses the internal consistency coefficient of Cronbach's Alpha, and the internal consistency coefficient of 35 questions is $0.936 > 0.8$, the half-confidence is 0.832, the Cronbach's Alpha coefficient of each

dimension is between 0.572-0.792, and the internal consistency is higher; validity test judges its structural validity by factor analysis whose KMO value is 0.923. Bartlett spherical test results reach a significant level ($P = 0.000 < 0.001$) and the overall interpretation rate after extracting the common factor is $53.246\% > 45\%$; the correlation coefficient between each dimension is 0.288-0.458, presenting medium to low degree of correlation, which shows that there is a certain degree of independence between each dimension; the correlation coefficient between each dimension and the total questionnaire is 0.523-0.750, which reaches medium to high degree of correlation, indicating that each dimension can better reflect the measured content; the test results show that the reliability and validity of the questionnaire meet the requirements.

Because there are some limitations in the questionnaire such as lack of flexibility, difficulty in ensuring the filling quality and certain requirements for the cultural quality of the investigators, this study uses the interview method to make necessary supplement for the questionnaire. On the basis of the questionnaire setting, an interview outline of teachers and students is prepared which tries to understand more deeply the existing problems in time management self-monitoring of left-behind children.

3. Results

3.1 Score Comparison of Time Management Self-monitoring Between Left-behind Children Under Different Types of Guardianship and Non-left-behind Children

The comparison of time management self-monitoring of left-behind children under single parent, grandparents, previous generation guardianships and non-left-behind children under parental guardianship shows that in the score of each dimension, the difference in the scores of the children under four types of guardianship in the three dimensions of "openness", "initiative" and "effectiveness" is statistically significant ($P < 0.05$), which can be seen in table 2. In the dimensions of "openness", "initiative", and "effectiveness", the non-left-behind children under parental guardianship are higher than the left-behind children under single parent guardianship, ancestral guardianship and previous generation guardianship. The difference is statistically significant ($P < 0.05$); in the dimensions of "openness", "initiative" and "effectiveness", the left-behind children under ancestral guardianship are higher than the left-behind children under single parent guardianship and previous generation. The difference is statistically significant ($P < 0.05$); in the dimensions of "openness", "initiative" and "effectiveness", the left-behind children under previous generation had the lowest levels and the difference is statistically significant ($P < 0.05$); in the dimension of time planning, the children under previous generation are higher than that of the children under single parent guardianship, but the difference is not statistically significant.

Table 2. Score Comparison of Time Management Self-monitoring Between Left-behind Children Under Different Types of Guardianship and Non-left-behind Children ($M \pm SD$)

Project	Single parent guardianship left-behind children	Grandparents guardianship left-behind children	Last generation guardianship left-behind children	Parental guardianship non-left-behind children	F	P
Open	3.20±0.82	3.35±0.87	2.99±0.96	3.43±0.93	3.285*	0.020
Self-restraint	3.24±0.96	3.46±0.99	2.87±1.30	3.38±1.03	2.018	0.110
Initiative	3.11±0.92	3.28±0.96	3.02±1.04	3.37±0.96	3.247*	0.021
Target setting	3.14±0.60	3.34±0.82	3.01±0.75	3.31±0.86	2.322	0.074
Effectiveness	3.18±0.64	3.25±0.78	2.92±0.94	3.38±0.81	4.036**	0.007
Time planning	3.16±0.88	3.35±0.73	3.33±0.99	3.34±0.91	1.518	0.208
Flexibility	3.15±0.86	3.33±0.80	3.11±0.85	3.30±0.92	1.285	0.278
Inspection assessment	3.06±0.87	3.14±0.83	2.88±1.06	3.16±0.94	0.901	0.440

Note: * $P < 0.05$, ** $P < 0.01$, *** $P < 0.001$, the same below.

3.2 Multiple Comparison of Time Management Self-monitoring Scores Among Children Under Four Types of Guardian

A multiple comparison of time management self-monitoring scores among children under four types of guardian shows that in the three dimensions of "openness", "initiative" and "effectiveness", non-left-behind children under parental guardianship have higher scores than left-behind children under single parent guardianship, and difference is statistically significant ($P < 0.01$); in the dimension of "effectiveness", non-left-behind children under parental guardianship have higher scores than left-behind children with previous generation guardianship, and the difference was statistically significant ($P < 0.01$), see table 3.

Table 3. Multiple Comparison of Time Management Self-monitoring Scores Among Children Under Four Types of Guardian (M ± SD)

Project	Single Parent guardianship left-behind children	Single Parent guardianship left-behind children	Single Parent guardianship left-behind children	Grandparents guardianship left-behind children	Grandparents guardianship left-behind children	Last generation guardianship left-behind children
	Grandparents guardianship left-behind children	Last generation guardianship left-behind children	Parental guardianship non-left-behind children	Last generation guardianship left-behind children	Parental guardianship non-left-behind children	Parental guardianship non-left-behind children
Openness	-0.14585	0.21085	-0.23120**	0.35670	-0.08535	-0.44205
Initiative	-0.17408	0.08801	-0.26336**	0.26209	-0.08928	-0.35138
Effectiveness	-0.06869	0.26425	-0.19985**	0.33294	-0.13116	-0.46410**

4. Discussion

4.1 Comparison of Time Management Self-control Between Left-behind Children and Non left-behind children

In this study, in the dimensions of "openness", "initiative" and "effectiveness", the time management self-monitoring problem of left-behind children is more prominent than that of non-left-behind children. The overall performance is that left-behind children have lower scores than non-left-behind children in the dimensions of "openness", "initiative" and "effectiveness", and the difference is statistically significant ($P < 0.05$). The specific performance is: First, left-behind children are often unable to actively take time management self-monitoring behavior compared with non-left-behind children. Although some students also show time management behavior at the request of teachers, they just often go through the formality; Left-behind children are often unable to improve their time management self-monitoring situation in an open manner. They are easy to learn mechanically according to their own time plans and not good at learning from teachers or classmates about the successful experience of time management self-monitoring; Finally, left-behind children often cannot effectively implement time management self-monitoring behavior and are easily affected by the outside world and become distracted and absent-minded. It is difficult for them to successfully implement time planning so that they cannot effectively achieve the purpose of time management self-monitoring. Although during middle school period, children's psychological activities and social behaviors are increasingly under self-monitoring, and they have acquired a certain amount of time utilization and operation capabilities and concepts, also have adopted some monitoring activities on time management, the separation of parents and children, the lack of family education are the main causes of the time management self-monitoring problem of left-behind children, which have a decisive influence on the time management self-monitoring of left-behind children. The lack of parent-child relationship and parent-child education for both parents or one of them going to work outside has not been monitored for a long time, so that most left-behind children are poorly conscious, passively monitored and low -monitoring level in time management self-monitoring.

4.2 Poor Effect of Time Management Self-monitoring of Left-behind Children Under Single Parent Guardianship

It can be seen from table 3 that there are significant differences in time management self-monitoring between left-behind children under single parent guardianship and non-left-behind children under parental guardianship ($P < 0.01$), left-behind children under single parent guardianship have lower scores than non-left-behind children under parental guardianship in the three dimensions of "openness", "initiative" and "effectiveness". In general, the majority families of single parent guardianship are in the situation that one parent works outside (usually father) while the other one generally works home or takes care of children, who generally has strict requirements for left-behind children and more communication with children, and will care about most things in life and study. However, the Panzihua City in this survey is rich in mineral resources. It is the only labor-importing city in prefecture-level cities of Sichuan also the only city in prefecture-level cities of Sichuan that has more urban population than rural population. After interviews, it is found that in families of single parent guardianship, one parent works outside while the other one does not exclusively work at home or take care of children. Instead, he or she will choose to work in mines in his or her county. Although single parent often see children, takes little care of them. After one of the parents goes outside to work, he or she gathers together less and gets apart more, and has less communication with children, far from meeting the requirements of their role as guardians. The lack of parental education by one side has a negative impact on the time management self-monitoring of left-behind children. Since one of the parents is not around, and even the one who does not work outside is often not at home due to work, the supervision of the time management of left-behind children is greatly reduced, leaving children in a situation of being neglect in time management. The concept of time monitoring of children in secondary school is not yet mature, and it needs the supervision and guidance of guardians. Because single parent guardianship does not compensate for the lack of education of one of the children's parents to a certain extent, the time management self-monitoring of left-behind children under single parent guardianship is discounted.

4.3 Positive Impact of Ancestral "Supplementary" Guardianship

In contrast, the ancestral guardianship does a good job of "supplementary" guardianship, which has a positive impact on the time management self-monitoring of left-behind children. In the dimensions of "openness", "initiative" and "effectiveness", the score of left-behind children under ancestral guardianship is higher than that of left-behind children under single parent guardianship, and that of left-behind children under previous generations guardianship is lower than that of left-behind children under parental guardianship. The difference is statistically significant ($P < 0.05$). In the sample of ancestral guardianship, 26.5% of left-behind children chose "very strict" about whether the guardian had strict management with themselves, 72.1% of left-behind children chose "somewhat strict", and only 1.5% of left-behind children chose "it does not matter". The reason for this is that because of the family with ancestral guardianship, although parents all work outside, 69.1% of the parents choose to work in the county where their home locate, and 57.4% of the parents go home more than once a month. Due to the closer distance, they can often go home. For this kind of ancestral guardianship, parents who go outside are also more relieved. Relatively speaking, they pay more attention to the education and management of their children, and have stricter requirements for children. They focus on the development of children's sense of time management self-monitoring and supervise their children's time planning and progress. In view of this, during the process of guarding, the ancestral guardians does not all adopt a spoiling way, does not indulge children when giving more material and life satisfaction, and paid attention to the management and guidance of learning and time management.

4.4 Low Levels of Time Management Self-monitoring Among Left-behind Children Due to the Indulgent Past generation Guardianship

Since the ward of the previous generation guardian is not his or her own child and there is no clear agreement of rights and obligations with the outside parents, it is inevitable that during the process of upbringing the guardian is afraid or unwilling to strictly discipline the child. Most of the previous generation guardianship is a material and laissez-faire discipline mode, which can easily lead to children's time management self-monitoring. Compared with the children under other types of guardianship, the left-behind children of the previous generation guardianship have the lowest level in the dimensions of "openness", "initiative" and "effectiveness", and the difference is statistically significant ($P < 0.05$). After the interview, it can be learned that the previous generation guardian often does not take children's education seriously, has rare emotional communication and more distant emotion with left-behind children, and has less control over left-behind children. Being lacking of discipline and communication for a long time, it is difficult for children to fully inform the previous generation guardian of the confusion and troubles of time management self-monitoring in daily life. When faced with corresponding difficulties, they cannot find support from the previous generation guardian. In the course of study and life, some errors in time management self-monitoring are not promptly guided and corrected, and it is difficult for the previous generation guardian to accurately convey their understanding of time management to children who are in adolescence.

5. Conclusion

The negative impact of parents' working outside on time management self-monitoring of left-behind children is real, and the lack of parental guardianship is the main reason for the time management self-monitoring problems of left-behind children. The improvement of the time management self-monitoring level of left-behind children requires the active participation and cooperation of the various guardians. Parents of left-behind children should communicate with left-behind children through various channels, give their children more support and pay attention to their time management and self-monitoring so that children can obtain parents' guidance and assistance in the respect of thought, understanding and value in time management self-monitoring. Parents should also strengthen contact with entrusted "guardians" to keep abreast of their children's learning and living conditions, and provide guidance on their children's learning and living through various means. They should require "guardians" to guarantee children's full learning time, enforce strict requirements on their children and strengthen the guardianship of their lives and studies. Single parent, grandparents and previous generation guardians should strengthen the daily care and time management of left-behind children, learn to communicate and interact with left-behind children, give more support to them and play the role of "substitute" guardianship when their parents are absent in order to promote the effective time management of left-behind children and improve the level of time management self-monitoring.

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