

# Research on the Influence and Countermeasures of Left-behind Children's Experience on the Growth of College Students in the Information Age Environment

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## Abstract

This paper investigates college students who have left-behind experience in Wuhan East Lake College, collects relevant data by questionnaire survey and conducts in-depth interviews with typical individuals through face-to-face interviews, and analyzes the experience of left-behind children in the past to their current mental health, behavior, interpersonal communication, etc. The impact brought by, deeply explore their psychological status and the shaping of values, and put forward corresponding solutions to the research results, increase the society, schools and families' attention to the group of college students with left-behind experience, so that college students with left-behind experience themselves The value can be better displayed and exerted, an effective social help system is built for such groups, the self-regulation ability is improved, and the sustainability of self-development is promoted.

**Keywords:** *Left-behind experience; College students; Growth status; Research on countermeasures*

## 1. Definition and Definition of College Students with Left-behind Experience

### 1.1. Left-behind children

The concept of "left-behind children" did not receive much attention in the early days. It was only in 2004 that the Internet media focused on this social issue, and experts successively conducted a lot of research. The current academic consensus is that children who stay in their hometown are defined as left-behind children because their parents go out [1]. In the past, there was a certain controversy about the parent's going out. Now scholars generally believe that children whose parents go out for more than half a year are considered to be under the age of 18 according to the United Nations Convention on the Rights of the Child.

Therefore, in this article, we define left-behind children as children under the age of 18 who are unilaterally supervised by their parents or entrusted by other guardians because one or both parents have been out for more than half a year.

### 1.2. College students with left-behind experience

With the growth of "left-behind children", some of them entered the society and started to work, and some of them chose to continue their studies and became "college students with left-behind experience". In the current academic research, there is no unified title for this type of group. It can be seen that there are different definitions of terms for them in many literatures: "college students who have been left-behind", "college students who have left-behind experience", "left-behind college students", we In this paper, it is called "college students with left-behind experience", which refers to the group of college students in school whose parents or unilaterally leave their children under the age of 18, and the children have been separated from their parents for a long time for more than half a year [2].

## 2. Investigation object and method

A total of 300 questionnaires were distributed to the college students of Wuhan East Lake University, 280 copies were recovered, and 137 college students had left-behind experience. After screening the collected data, interviews were conducted with typical individuals

to gain an in-depth understanding of the current emotional cognition and values of college students with left-behind experiences, so as to ensure that we are more truthful and objective when analyzing problems.

### 3. The current situation of college students with left-behind experience

#### 3.1. The degree of social research and attention

##### 3.1.1. Less social research

At present, academic researchers focus on the study of "left-behind children". Through searching, it can be found that there are 33,406 search results for the term "left-behind children". 207, the investigation and analysis are also relatively one-sided.

##### 3.1.2. Low social attention

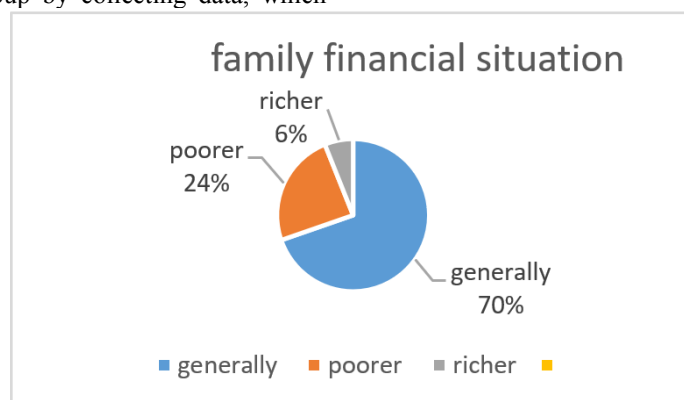
There is a lack of research on this group in today's society, and the public cannot gain a deeper understanding of this group by collecting data, which

leads to a lack of attention to the group of "college students with left-behind experience" in the current society. In fact, the trauma caused to them by the experience of staying behind is not static. As they enter the university, when they face various difficulties and challenges in life, some potential psychological problems will appear. will cause long-term negative effects [3].

#### 3.2. Current status of families of college students who have left-behind experience

##### 3.2.1. The general economic situation of the family

College students who have left-behind experience are generally relatively poor, and many are from rural areas. In the questionnaire, 70% of the students chose "average", while 24% of the students chose "poor". than 94%, as shown in Figure 1.



**Figure 1.** In the chart of family economic situation, economic poverty accounted for 24%, family conditions more affluent accounted for 6%, family economy generally accounted for 70%, so it can be seen that most of the family economic conditions of college students with left-behind experience are ordinary.

##### 3.2.2. Insufficient family education

Family education is closely related to the growth of children, and good family education can shape a good character. College students who have left-behind experience lack parental education during the left-behind stage, which also affects their current personality to varying degrees, which may cause personality defects, mood swings and other phenomena.

##### 3.2.3. Family ties are estranged

Parents who have left-behind experience in the early growth of college students go out for a long time, which leads to their emotional dissatisfaction, and the emotional bridge between them and their parents is blocked. In our questionnaire survey, it was found that college students who have left-behind experience rarely

choose to communicate with their parents when they encounter troubles. Therefore, even when college students who have left-behind experience get along with their parents again, it is difficult to make up for the lack of inner feelings and communicate with their parents. will decrease, and the relationship will become estranged.

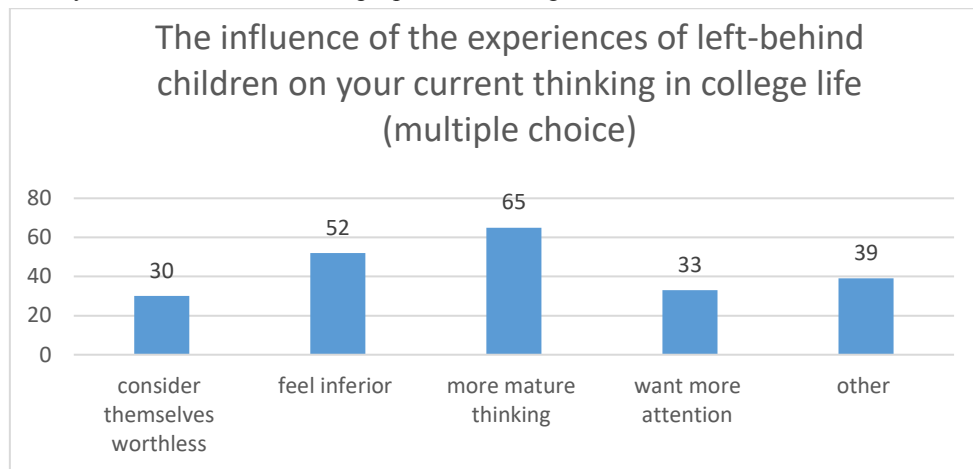
#### 3.3. Status of individual growth

##### 3.3.1. Thought

College students who have left-behind experience have experienced the tempering of life earlier, making their minds more mature, and have the excellent quality of never giving up and not admitting defeat, but when faced with unforeseen things in life, they often show evasion and concession, this will make them not

confident, feel that they are worse than their classmates, and have a sense of inferiority. At the same time, in our questionnaire survey, it can be found that the proportion

of choosing "more mature thinking" is the largest, followed by "having a sense of inferiority", as shown in Figure 2.



**Figure 2.** In the chart about the ideological survey, 30 classmates thought they were worthless, 52 had a sense of inferiority, 65 had more mature thoughts, 33 wanted more attention, and 39 others. It can be found that the highest proportion is inferiority complex and more mature thinking, indicating that the experiences of left-behind children have both positive and negative effects on their thinking.

### 3.3.2. Life aspects

Because college students are separated from their parents for a long time in the left-behind stage and have high independence, when they enter the university, they will be more self-sufficient and adaptable than students who have not been left-behind. This is particularly evident in the small society of universities, but there are also Some college students have developed bad habits because of this experience.

### 3.3.3. Academic aspects

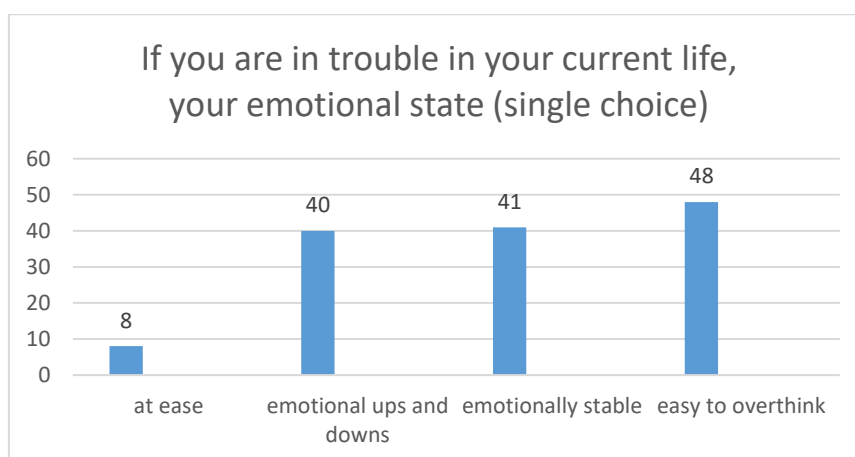
The previous experience of staying behind has made them more disciplined and developed good study habits, but some college students have lost their interest in learning because of this experience, making them step-by-step in the university and do not take the initiative to study. In the questionnaire, we found that many college students who have left-behind experience choose to go to work in big cities in the future, some choose postgraduate entrance examination for further study, and very few choose to study abroad.

## 4. Existing problems of college students with left-behind experience

### 4.1. Mental health problems

#### 4.1.1. Mental imbalance, low mood

Due to their special experience, college students who have left-behind experience often have psychological manifestations such as anxiety, hesitation, and depression when faced with difficulties in life, such as academic problems, interpersonal problems, and employment problems. Difficulty adapting to the new environment, causing oneself to fall into a state of psychological imbalance. In our questionnaire survey, 64% of the students expressed that they have great emotional ups and downs or are prone to overthinking in the choice of "If you are in trouble in your current life, your emotional state", as shown in Figure 3.



**Figure 3.** Regarding the graph of emotional state, 8 people feel at ease, 40 people have great emotional ups and downs, 41 people have stable emotions, and 48 people are prone to overthinking. Only a few people are comfortable, and most people are confused.

#### 4.1.2. Psychologically low self-acceptance

The study found that such groups generally belong to the average family in terms of material conditions. When facing classmates from other wealthy families, they occasionally feel inferior and feel that they are inferior to other classmates, which leads to a relatively low self-evaluation and cannot be seen. Their own strengths, lack of self-confidence, denial of personal value, inability to recognize themselves more comprehensively, and low self-acceptance.

#### 4.1.3. Occasional loneliness

In the left-behind stage, a large number of their classmates were sent to relatives' homes by their parents, who were supervised by relatives as guardians, and lacked the company of their parents. Living in other people's homes always felt a sense of being dependent on others, they often choose to digest themselves, which makes them more withdrawn and unable to socialize better. When they enter the university, they will also feel lonely and helpless because of their emotional inability to resonate and tell.

#### 4.1.4. Generate impulsive and rebellious psychology

Growing up in an environment lacking family education and parental company, college students with left-behind experience are prone to form some incorrect concepts, which have a negative impact on their psychology, resulting in the appearance of willful and rebellious character defects. When stimulated by others, such as being misunderstood, etc., it is difficult to calmly deal with one's own emotions. When this adverse effect continues to the university, the willful personality developed since childhood is difficult to change for a

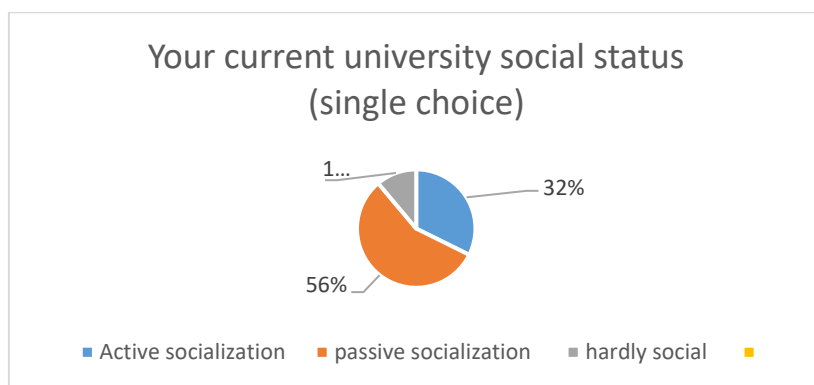
while, and it is very easy to appear in the interactions with roommates, friends and class groups. Some extreme extreme behavior.

#### 4.2. Behavioral performance problems

Deviations in behavior will make their individual development deviate from the normal track, because the inferiority complex caused by the experience of staying behind will make them close themselves when interacting with others in college; it is due to the absence of parents and the neglect of guardians to teach them in the left-behind stage. They develop bad habits in life, such as being addicted to the Internet after entering university, living irregularly, etc. When they are dealing with emotional problems, they will close their hearts or treat them negatively, often showing indifference, and it is difficult to trust others.

#### 4.3. Interpersonal communication problems

Due to the special left-behind experience in childhood, they are not very good at socializing. They are occasionally sensitive and inferior when interacting with people, and lack enthusiasm in the process of communication. After entering the university, many college students who have left-behind experience try to expand themselves. They take the initiative to join school organizations and participate in club activities, but they still have a potential resistance to interpersonal relationships in essence, so they choose to close themselves when they encounter social problems, which leads to their small social circle. And fixed, plays a passive role in interpersonal communication. In the questionnaire, regarding the choice of current college social status, 67% of college students are in a passive social or almost non-social status, accounting for about 2/3 of the total number, as shown in Figure 4.



**Figure 4.** In the chart about social status, 32% of people actively socialize, 56% of them passively socialize, and 11% of people who hardly socialize. It can be found that passive socialization accounts for the largest proportion, and socialization has a certain closedness.

## 5. Influencing factors causing existing problems

### 5.1. Social factors

On the one hand, due to the backward rural economy, most of their parents go out to work to earn money, resulting in many college students becoming left-behind children when they are young, resulting in cognitive biases and various interpersonal problems. At the same time, poor rural infrastructure and insufficient educational resources cannot meet the needs of children's self-development needs. On the other hand, there is no targeted social security policy for college students with left-behind experience, and there is also a lack of welfare policies for left-behind college students. College students with left-behind experience do not receive social care and help in the confused period after entering the university, which will increase their various problems are not conducive to their healthy growth during college.

### 5.2. School factors

First of all, college students with left-behind experience are a relatively small group in colleges and universities, and they have not attracted the attention and attention of colleges. Secondly, after entering the university, some students cannot adapt, which will make them more withdrawn and difficult to integrate into the collective life of the university, which will have many negative effects. In addition, many schools have set up special psychological counseling rooms and psychological organizations, but they lack professional equipment and personnel, and college students with left-behind experience seldom take the initiative to receive psychological counseling, which requires schools to detect problems in a timely manner.

### 5.3. Family factors

The careful teaching and support of parents to

children can make them more confident and promote growth. Therefore, due to the long-term absence of parents, when children lack correct guidance and guidance at an important stage of children's psychological development, it will lead to children's psychological development. Unbalanced; most of these college students with left-behind experience are inter-generational education or foster care with relatives, and inter-generational education is generally their own grandparents. They are older, and there is a certain generation gap between them and their children, which makes children unwilling to exchange inner thoughts, and at the same time, the energy of the elderly is limited, and more often they are to meet the material requirements of children's lives, and even some elders dote on children too much, which will lead them to develop bad habits in life, which is not conducive to character building; When they are fostered with relatives, they do not have a sense of belonging, they often feel that they are under the fence of others, and they will develop inferiority complex and sensitive characters in the long run.

### 5.4. Personal factors

Due to some personality defects caused by individuals in the left-behind stage, they cannot adapt to the university environment, and they choose to digest themselves more when they encounter difficulties, their emotions cannot be resolved, and psychological problems will arise. Introverted and sensitive, they are more susceptible to the influence of left-behind experiences and close themselves.

## 6. Countermeasures and Suggestions

### 6.1. Social level

All walks of life should increase research and attention to college students with left-behind experience, strengthen publicity, call on scholars to conduct more in-depth research, and create a social atmosphere

conducive to the growth of college students with left-behind experience. Government departments should establish relevant welfare policies for college students who have left-behind experience in a realistic way, and should effectively connect the policies with their needs.

## **6.2. University level**

### ***6.2.1. Colleges and universities should correct their attitude towards college students who have left-behind experience***

First of all, colleges and universities should pay more attention to the psychology and life of college students with left-behind experience, and implement the school's psychological counseling center. Don't treat all the problems of college students who have left-behind experience with other students "the same way", but really walk into them, care for them, and find targeted solutions.

### ***6.2.2. Improve the infrastructure of school psychological counseling***

The help of colleges and universities is very important to solve the problems of college students with left-behind experience. Colleges and universities should improve the infrastructure of psychological counseling rooms to ensure the normal development of psychological counseling work, and provide targeted psychological counseling for left-behind college students who need help. Provide practical and effective support for existing practical problems, improve the level of school psychological counseling, and play its maximum role.

### ***6.2.3. Organize and file the personal situation of college students who have left-behind experience***

For college students who have left-behind experience, colleges and universities should pay attention to their individual status, conduct investigations and sort out the class as a unit, and establish personal files of college students with left-behind experience. At the same time, the establishment of archives is also conducive to later in-depth research.

## **6.3. The family level**

### ***6.3.1. Build a good family atmosphere***

Parents should attach great importance to the importance of family to children's mental health development. Because college students with left-behind experience spend less time with their parents after they go to college, there is a certain distance between children and parents. Parents should actively change this.

Find a suitable way to get along with children, take the initiative to understand their thoughts, strengthen the connection in daily life, establish an equal and friendly relationship, create a harmonious family atmosphere, and let them feel the beauty of the family.

### ***6.3.2. Increase communication with children***

Communication is an important means to solve the gap between children and parents, because separation in childhood will cause some children to become estranged from their parents, which requires parents to take the initiative to enter their children's lives, care about their children's growth status during college, and communicate with them. Make regular contact to make up for the lack of family affection in your child's heart, and give your child a sense of security, so that they can have someone to help when they encounter difficulties, instead of feeling lonely.

### ***6.3.3. Spend more time focusing on your child's growth***

Parents have a great influence on their children's life trajectory. After college students with left-behind experience enter the university, because of their left-behind experience, there are many difficulties when faced with choices. They may feel confused and confused. At this important stage, it is even more necessary for parents to spend more time paying attention to their children's physical and mental development, pay attention to their mental health, guide them to shape correct values, help solve their problems in life, and promote their better growth in the future.

## **6.4. Personal level**

External factors such as society, colleges, and families will play a certain role in the personal growth of college students who have been left-behind, but they also need to actively change their mentality and view the fact that they used to be left-behind children correctly. To accept the help from the outside world, let go of the barriers and defenses in your heart, try to accept your parents' concern for you, and at the same time learn to control your emotions, don't suppress yourself.

## **7. Conclusion**

To sum up, in our investigation and research, we found that the experience of staying behind has caused some problems for college students' psychology, interpersonal communication, behavior, etc. However, it can also be found that some college students are more independent because of this experience, so we have to dialectically look at this group, comprehensively and objectively find problems and solve them. College

students who have left-behind experience are a group that cannot be ignored. Their healthy growth is closely related to the development of today's society. Whether it is society, colleges or families, attention should be paid to promote them to grow into development-oriented college students.

### Project source

Key project of "East Lake future star" university student scientific research fund in 2021

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