

Education Poverty Alleviation and Education Expectations for Left - behind Children-Based on CEPS 2014 Survey Data

Liu Song, Xu Yalan

Master graduate, Major in public administration, Southwest Jiaotong University, China

***Corresponding Author:**

Liu Song

Email: liusong@126.com

Abstract: This paper analyzes the characteristics of rural left - behind children from CEPS data, focusing on the relationship between family economic status and educational expectation, and analyzes them from the expectation of parental education and the expectation of children 's own education. The results showed that the average family economic level of rural children remained at a moderate level, with 36.3% of households with difficult and very difficult conditions. Parental education expectations and children's own education expectations are higher, especially the very difficult families have a strong demand for higher education. In the crucial stage of poverty alleviation, more attention should be paid to the special group of left-behind children, and education should play an important role in poverty alleviation.

Keywords: Education poverty alleviation, Education expectation, Rural children left behind.

RESEARCH BACKGROUND

Since the 18th century, poverty alleviation has been highly valued by the Party Central Committee and the State Council. At present, China is in a very important stage of building a well-off society in an all-round way. Ministry of Education, Development and Reform Commission, Ministry of Finance, Poverty Alleviation Office and other departments jointly issued the "Opinions on the implementation of education poverty alleviation project" in July 2013, which clearly pointed out that "poverty alleviation as a priority task", "Education development and human resources development should be accelerated "and so on, education poverty alleviation has received great attention.

The national medium and long-term education reform and development plan outline (2010-2020) pointed out that "The basic requirement of education fair is to protect the citizens enjoy the right to education according to law, the key is the opportunity fair, the focus is to promote the balanced development of compulsory education and support difficult groups, the fundamental measure is the rational allocation of educational resources to speed up the narrowing of education gap, especially in rural areas and remote areas." When we turn our attention to rural areas and remote areas, we have to pay attention to a particular group of rural children left behind.

In February 2016, the State Council issued the Opinions on Strengthening the Care for the Protection

of Children Left Behind in Rural Areas, which pointed out that the problem of left-behind children is a profound reflection on the uneven development of urban and rural areas and the unevenness of public services. It is a stage problem of China's economic development. It can be seen that the government departments have attached great importance to all aspects of the left-behind children. According to "China's sixth census data in 2010", the country a total of 289.91 million 0 to 17-year-old children, which projections, the size of the Left-behind children in the country 69.7775 million, the Left-behind children in rural areas of 610.255 million. According to the 2005 national 1% sample survey estimates, when the country Left-behind children of 58.16 million .Five years, the national rural children left behind an increase of 242 million [1]. The large size of the special group, which led to a lot of academic research on education.

Under the background of this policy and the reality, it is of great significance to understand the family status of children left behind in rural areas and to study the education of left-behind children. And to provide reference for the education and poverty alleviation work of "poverty alleviation as a priority task".

LITERATURE REVIEW AND QUESTION

The concept of family includes the structural factors of the family and the interaction of people in the family, that is, the participation dimension of the family [2]. The former explains the "what is the family ", that

is, the static characteristics of the family, including the family's socio-economic status and family size and so on. Family participation refers to the motivational or dynamic characteristics of member behavior, interaction, and value orientation, involving "what the family does or want to do", such as parent's expectation of the child is one of the important dimensions of family participation [3]. With regard to family participation, there are junior high school students as the object of study, to study the extent of parental education and management of their children, and how it affects their children's academic performance [4]. Or the influence of parent's intellectual, emotional, and behavioral involvement on children's academic performance [5]. These studies on family involvement ignore the important dimension of educational expectations, but educational expectations are a bridge between family socio-economic status and individual academic achievement [6], which suggests that educational expectations have a far-reaching effect on individual achievement and that it is also affected by the family background effect. Based on this, the family background will be one of the important variables of our concern.

Family background mainly refers to the socio-economic status of parents, most of the existing literature from the following aspects to measure: the income of parents, the service and their education level. Liu Baizhong *et al.*'s study found that the higher the socio-economic status of the family, the higher the family's expectation of education for children [7]. Guo Congbin *et al.*'s study found that family cultural capital and economic capital had an impact on their children's higher education and secondary education access [8]. A follow-up study of the status model of Blau & Duncan [9], suggests that parental education expectations affect their children's educational expectations and educational achievements, thereby influencing their children's status and income levels [10]. Educational expectations also come from the habit of their parents. Bourdieu's study pointed out that the parents of the working class because of their own position, generally don't have too high education expectations of their children [11]. Thus, the differences in social class lead to differences in cultural capital and educational expectations. Parents' differences in educational expectations for their children may lead to differences in their access to education [12]. Empirical studies have found that parents' educational expectancy will have a very significant positive impact on their children's educational expectations and academic performance [13].

It can be seen that there are many literatures about the influencing factors of educational expectation, but it is also necessary to carry out a more extensive empirical study of the objects. The left - behind children

in rural areas are the vulnerable groups in the development of China 's economy. The problems of their study, life and psychology are widely concerned by academics. Parents who leave the countryside to work can increase household income, but their limited awareness will lead to poor expectations for their children's education. Therefore, the main concern of this paper is to know how the family economy, cultural capital, parents' level of education and parents' occupation affect educational expectations of the rural children left behind. Secondly, since many studies ignore the influence of their children's educational expectations on the future achievements of the individual, it is necessary to combine parental education expectations with their children's educational expectations to form family education expectations.

Through the method of empirical analysis, this paper discusses the relationship between the family background and the educational expectation of the left - behind children in rural areas, and provides a reliable basis and reference conclusion for the education of the left - behind children in rural areas. Finally, the data used in this article is derived from the survey data of the China Education Follow-up Survey (CEPS).

DATA SOURCES AND VARIABLES

Concept definition

We agree with Duan Chengrong *et al.*, Left-behind children refer to minors who were left behind by one of or both of their parents who are far away from home for work. Rural left-behind children refers to the left-behind children under the age of 18 and their census register seat is in the rural areas. (In this article, we chose the rural household registration.)

Variable selection

The data in this paper use the Chinese Education Follow-up Survey (CEPS) published by National Survey Research Center at Renmin University of China. It is a nationally representative large-scale investigation project of traceability. The survey uses the 2013-2014 school year as the baseline, the seventh grade and ninth grade as the starting point of the survey, the average population education level and the proportion of floating population is set to stratified variables. Finally, the project randomly selected 28 county-level units as a survey point. The investigators conducted a questionnaire survey of all the surveyed students and their parents or guardians, teachers and school principals. In the selected county-level units randomly selected 112 schools, 438 classes to investigate. All students of the class were sampled into the sample, and a total of about 19,487 students were collected from the baseline survey.

1) Sample Selection of Rural Left - behind Children

First of all, according to the student questionnaire A6 question, select the account type

"agricultural account" students. And then according to the student questionnaire A5 question and fill out the specific location of the account, summed up the students flow or not, select the "local non-mobile" students. Finally, according to the students questionnaires B4 and B5 questions, summed up the father and mother of students living with their children at home or not, get "parents are at home" and "parents only one at home or not at home" two types of variables. By definition, the object of this paper is to meet the "agricultural account", "local non-mobile", "parents only one at home or not at home," these three conditions of the students.

2)Variable selection

Educational expectations are the main variables discussed in this study, focusing primarily on family education expectations. Since the highest academic expectations are better suited to the long-term educational goals of the family, we have chosen the question "What degree do you want to be educated" in the CEPS student questionnaire and the question "What is the highest degree of education you want your child to be educated" in the CEPS parent questionnaire. And we re-encode the "education level" as "years of education": "do not now" = 6, "junior high school" = 9, "secondary school / technical school" = 10, "vocational high school" = 11, "high school" = 12, "junior college" = 15, "undergraduate college" = 16, "graduate" = 19, "Dr." = 23.

The variables of this study also include family status. Family status includes the level of parental education, family economic status, family cultural capital and parental status.

① Parental education level. Taking the interviewee's

parents who are better educated to measure, and re-encoded for the years of schooling.

- ② Family economics. According to the E19 in parents' questionnaire and the B9 in students' questionnaire, and employing the data of parents' questionnaire first. When the question in parents' questionnaire is not answered, the data of students' questionnaire will be adopted. Valuing from 1 to 5, higher values indicates better family economics.
- ③ Family cultural capital. Objectifying culture capital means objectify the cultural concept and cultural competence, including "the books, paintings, antiques, property, tools and machinery and other material cultural wealth" [14]. Therefore, this paper choose the number of family books (not including books and magazines) to measure the objective forms of cultural capital. Valuing from 1 to 5, higher values means higher cultural capital.
- ④ Parental occupational status. In order to compare differences in educational expectations of different parental occupational status, we recode the occupational status into two categories. One is the higher occupational status, including "parents are the leader or staff of the state organs and public institutions, senior managers in the business/corporation, teachers, engineers, doctors, lawyers, and technical workers (including drivers)", recorded as Category A; Another is the lower occupational status, including "parents are manufacturing staff, the workers of commercial and service industry, self-employed people, farmers, unemployed, and layoffs", recorded as Category B. First selecting the father's occupation, when the father's occupation is absence, it will be replaced by the mother's job.

Table1: Variable description

Variable	Sample size	Minimum value	Maximum value	Average value	Standard deviation
Parental education expectations	2182	6	23	16.71	3.91
Children 's educational expectations	2182	6	23	16.24	3.92
Family economic situation (5 types)	2182	1	5	2.6	0.67
Parental education level	2182	0	19	9.22	2.09
Family cultural capital	2182	1	5	2.55	1.13
Academic performance	2182	1	5	3.01	1.09
Variable	Sample size	Percentage	Variable	Sample size	Percentage
Gender			Grade		
0=Female	1027	47.1%	0=Seventh grade	1135	52.0%
1=Male	1155	52.9%	1=Ninth grade	1047	48.0%
Parental occupational status					
Class A	559	25.6%			
Class B	1623	74.4%			

After eliminating samples containing missing values, there are 2182 samples in the final analysis. The variables are shown in Table 1.

From table 1, we form a primary understanding to the situation of the left-behind children family. The average educational expectations of parent and child are above 16, i.e., on average, the left-behind children families expect to acquire a college education. Family economic conditions are on average in the lower-middle level, and the average value is 2.6. The average education level of the left-behind children's parents is not high, basically in junior high school graduation stage. Their family's cultural capital is in the lower-middle level, and the average value is 2.55, i.e., the number of family books (excluding textbooks and magazines) is on average between "less" and "normal". Finally, the average value of the left-behind children's academic performance is 3.01, i.e., the

results of the left-behind children are at a moderate level in the class.

RESULT ANALYSIS

Occupational Status and Educational Expectations

From the survey results, 74.4% of the occupations of rural left-behind children's parents were classified into Category B. Mentioned in the literature review, due to their knowledge of their status, the educational expectations of the parents who are the working class will not too high. Therefore, this article will divide the occupational status of the investigated families into higher and lower categories. Statistical tests were conducted on the differences in the average of parental education expectations for two categories of occupational status. This article will observe whether there are differences in parental education expectations for higher occupations and lower occupations. The results are shown in Table 2.

Table 2: A Comparative analysis of Parents' Educational Expectations of Different Occupation

Variable	M	SD	t	df	P
Average value of parental education expectations			-2.287	2180	0.022
Class A	17.0322	3.97380			
Class B	16.5940	3.88311			

An independent sample T-test was used to analyze whether there were significant statistical differences in parental education expectations for parents of different occupations. The Table 2 shows that parents of different occupations have significant differences in their educational expectations. In general, parents with higher occupational status expect better education for their children than those with lower professional status, $t(2180) = -2.287, P < 0.05$. Although the difference between the two is significant, the difference is not large. There is no explanation for what causes this difference, one possibility is that the higher vocational status of the occupation engaged in, the higher the degree of education requirements is. Studies have shown that the higher the degree of parental education is, the higher the expectations of the

child's academic performance and future achievement are [15].

Through the analysis of occupational status, we find that one of the tasks of poverty alleviation is to strengthen vocational education, change the current occupational structure in rural areas and Improve the ability of vocational education to promote poverty alleviation. Not only can better meet the needs of the industrial development for talent, in the long run, but also to improve their professional status, change its educational expectations for their children, and form a virtuous circle of educational poverty alleviation.

Family Economy of Left - behind Children

Table 3: Family Economy of Left - behind Children

	Very poor	Poor	Medium	Rich	Very rich	Total
Frequency	156	635	1327	59	5	2182
Percentage	7.1%	29.2%	60.8%	2.7%	0.2%	100%

From Table 3 we can see that about 60% of the left-behind children's family economy is at a moderate level. However, Even in the case of one or both parents go out to work to support their family, there are still 36.3% of the families in a difficult situation, and 7.1% of them in a very difficult economic situation. Thus it

can be seen that most of the rural family's economic status is at a moderate level. Then at such level of economy, what is the parent's educational expectation for their children?

1) Parental Education Expectations

In the investigated family, regardless of the family's economic situation, only individual parents do not require offspring to complete the compulsory education. However, 64% of parents expect their children to obtain undergraduate and graduate diploma. Table 4 shows that in families with very difficult economic conditions, 68.6% of parents expect children to receive undergraduate and graduate diplomas. In financially struggling and moderate families, this proportion is 63.9%, while the proportion of wealthy families was 57.6%. From these data we can generally

see that even the family economic situation is not ideal, even in a very difficult state, parents still have higher educational expectations of their children. It is worthy to note that today's higher education from elite to popular gradually. So when we compare parent's educational expectations on the highly-educated, we can find that in the "financially struggling" family, 29.5% of parents hope their children get the doctor diploma, whose proportion is higher than other families'. To a certain extent, the data analysis reflects that many poor families have a stronger demand for higher education.

Table 4: Parental education expectations

	Do not now	Junior high school	Secondary school / technical school	Vocational high school	High school	Junior college	Undergraduate college	Graduate	Dr.	Total
Very poor	1.3%	1.3%	6.4%	2.6%	4.5%	15.4%	28.8%	10.3%	29.5%	100%
Poor	0.0%	2.8%	5.5%	4.6%	5.2%	18.0%	29.0%	13.2%	21.7%	100%
Medium	0.3%	1.2%	3.9%	3.7%	5.7%	21.2%	34.7%	10.9%	18.3%	100%
Rich	3.4%	3.4%	3.4%	1.7%	5.1%	25.4%	27.1%	13.6%	16.9%	100%
Very rich	0.0%	40.0%	0.0%	0.0%	0.0%	20.0%	20.0%	20.0%	0.0%	100%
Total	0.4%	1.8%	4.5%	3.8%	5.5%	19.9%	32.4%	11.6%	20.0%	100%

2) Children 's educational expectations

In the student's answer, they share similarities and differences with their parents in educational expectations. Table 5 shows that among these rural children, 59.2% of students expect themselves to have a bachelor's degree or above, slightly lower than the

proportion of their parents' expectation. However, in financially struggling families, there are still 24.4% of students want to obtain the doctor diploma, which is higher than the proportions of other families'. It also reflects the strong demand of the rural left-behind children for higher education.

Table 5: Children 's educational expectations

	Do not now	Junior high school	Secondary school / technical school	Vocational high school	High school	Junior college	Undergraduate college	Graduate	Dr.	Total
Very poor	0.0%	3.2%	5.1%	3.8%	7.7%	23.7%	20.5%	11.5%	24.4%	100%
Poor	0.6%	3.9%	3.3%	4.6%	12.0%	18.0%	27.6%	12.9%	17.2%	100%
Medium	0.4%	2.6%	4.1%	3.5%	10.2%	19.0%	31.8%	13.0%	15.4%	100%
Rich	1.7%	1.7%	1.7%	3.4%	10.2%	18.6%	37.3%	13.6%	11.9%	100%
Very rich	0.0%	20.0%	0.0%	20.0%	20.0%	20.0%	20.0%	0.0%	0.0%	100%
Total	0.5%	3.1%	3.9%	3.8%	10.5%	19.0%	29.9%	12.8%	16.5%	100%

CONCLUSIONS AND DISCUSSIONS

Through the above analysis, this paper examines parental educational expectation and the educational expectations of children in the group of the rural left-behind children. Most parents hope their children will have a bright future, and 99.6% of parents expect their children to complete compulsory education. At the same time, in the context of different family

economic, parents and children have different educational expectations.

We can thus conclude that most of left-behind children families living in financial difficulty, even in the parents or one of parents go out as migrant workers to support the family, however, there are still 36.3% in economic difficulties. Such a reality will hamper child's

acquisition of educational resources. At the same time, in the rural children's family, their parents have great expectations on their children, nearly 70% of parents hope their children to obtain an undergraduate diploma and higher qualification in the future, and so do nearly 60% of rural left-behind children. Compared with families in different economic conditions, in the "financially struggling" family, both parents and children have a greater expectation on the doctoral degree. Based on this, this paper puts forward some suggestions on poverty alleviation work for left - behind children.

Strengthening the investment of pre-school educational resources in rural areas, and popularizing pre-school education in poverty-stricken areas

The development of pre-school education is always the weakness in rural areas of China, and the lack of educational resources in poverty-stricken areas is even more serious. The gross admission rate of pre-school education for three years is low, the conditions of kindergarten are poor, and the degree of teacher's specialization is not high is common problems. Taking the left-behind children in this paper as an example, the proportion of students who received pre-school education was only 71.7%¹. Education poverty alleviation work should give full play to pre-school education in promoting education fair, and the liberation of rural labor. We should put the focus on resources to the remote and poor areas to build a complete rural pre-school education system. In accordance with the principle of "government-led, social participation, Public and private coexistence", we can support social forces to participate in pre-school education through a series of measures such as tax relief, teacher training and government purchase. At the same time, we should also focus on the role of pre-school education, and follow the law of physical and mental development of children to correct the wrong tendencies to educate children too early in the form of primary school.

Promoting the balanced development of compulsory education, and strengthening the efforts to build boarding schools

The data in this paper show that almost all left-behind children's families want their children to complete compulsory education. Accurate poverty alleviation of compulsory education in rural areas and poverty-stricken areas should focus on some outstanding problems, such as the uneven distribution of educational resources in urban and rural areas, the

difficulty of implement the nearby enrollment policy in remote areas and non-standardization of schools. At the same time, we should intensify efforts to build a number of standardized boarding schools. On the one hand, it can solve some problems, such as students in remote areas far away from school, and the deficiencies and inadequate of family education. On the other hand, the boarding life provide a good learning and living environment for the left-behind children, and under the school's psychological guidance and behavior supervision, a series of growth and social problems which are caused by insufficient family education can be prevented. It is one of the most effective ways to alleviate the burden of poor families by raising the standard of subsidy for living expenses, reducing the cost of boarding, and reducing the burden of poor families.

Strengthening the intensify of financial aid to help poor students obtain a higher education

This paper shows that rural left-behind children's family have high expectations on higher education, especially bachelor degree or above. However, the completion of higher education requires a large amount of long-term capital investment, which is bound to increase the economic burden of the family. Education-caused poverty is relatively common in poverty-stricken areas. Therefore, the central government invests more funds into student aid, and expands the coverage of policy. Implementing the financial aid policies for the poor students in the province of extensive poverty and left-behind children's families concentrated counties. Firstly, making an exact investigation on the number of students in the poor families, and improving the funding system for the poor family children in terms of the pre-school education, the compulsory education, the senior high school education, and the general undergraduate education. Secondly, mastering the information of the poor families and establishing card for archives. To solve the problem of Student-Home-Based-Loan for higher vocational college (junior college) students and undergraduate students who have established card for archives. The government should "make each reasonable loan available" with government subsidy, and provide work-study opportunities.

Establishing and improving sound safeguard mechanism for left-behind children, and promoting the healthy growth of left-behind children

In addition to ensuring the education of left-behind children, but also it should establish the help system of left-behind children. The ideological and moral education and safety education of the left-behind children should be strengthened. At the same time, providing mental health guidance and life help for the left-behind children. The government should enhance the efforts to help these children in the aspects of

¹ In the 2182 samples of the study, the student questionnaires "whether you had a kindergarten / preschool before you 3 years old" and the effective percentage of "yes" was 71.7%.

psychology, life, and academics. We should take care of the left-behind children, but also to keep family-school interaction. To promote emotional communication between children and parents, the school should implement some activities such as calling or sending text messages to parents.

Education is the most important way to help people escape poverty. Education not only allows people to have a job, but also makes people work stably, and work with good working conditions and treatment, which is also the foundation for economy to achieve a greater and more long-term development. Educational poverty alleviation plays an important role to construct a well-off society in an all-around way in 2020. Education should play an effective role in promoting the people of the district to escape poverty, expanding the middle-income groups, promoting regional economic and social development and constructing the ecological civilization.

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