

The Unfairness of Left-behind Children in Education

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Abstract: Fair education is an issue that needs to be paid attention to in the current society. Due to the economic and technological differences in regional development, cultural differences in different societies, and other environmental factors, education is gradually commercialized, and the education that children are exposed to has a world of difference. Left-behind children are exactly one of the groups that need to be helped. First of all, the gap between urban and rural areas will give children different quality of education and unfair access to school. Most teachers will choose to teach in cities. In impoverished mountainous regions, the government has established only a limited number of schools to offer fundamental education to rural students, and the quantity of schools and educators is inferior to that found in urban areas. Inequality infiltrated education through access to schools. Subsequently, the advancement of infrastructure and technology exacerbated the educational disparity. With the help of science and technology, children can easily acquire a huge amount of knowledge, but children in undeveloped areas, do not use technology products, which further deepens the inequality in education. Importantly, in a society with low social mobility, poverty can also lead to inequality in children's education. Different cross factors will bring different degrees of psychological problems and learning problems to children. This paper uses the theory of cultural capital and the Marxist theory of class differentiation to study these problems. The article ends with some suggestions on the issue, such as a support program that could be implemented to enable a family with the means to support schools for children in mountain areas or to carry out other charitable projects.

Keywords: Left-behind children, Educational equity, Urban-rural disparities

1. Introduction

In the topic of educational equity, left-behind children are one of the vulnerable groups. For example, China has serious defects in the issue of left-behind children enjoying a fair education. In undeveloped remote areas, there are not enough schools, which makes some children lose fair opportunities to go to school. The absence of instructional resources will hinder children's comprehension of textbook material. What variables contribute to this issue? First, regional differences lead to urban-rural disparities. On the heels of this, the development of infrastructure and technology has exacerbated the educational gap caused by the environment. The crucial point is that in a society with limited social mobility, poverty can even lead to unfair access to education for children. The combination of various factors will cause different degrees of harm to children, such as psychological problems, learning disabilities and so on. This paper will use the theory of cultural capital and the Marxist theory

of class differentiation to explain these issues about the educational equity of left-behind children. When more and more people realize the importance of fair education, some people will try their best to help those disadvantaged groups in need to enjoy equal educational resources, improve their self-ability, and become useful people to society. In this way, social classes will also move and further solve social and economic problems.

2. The Unfairness of Admission Opportunities

Many left-behind children living in remote areas may not be able to receive education or have inadequate access to school due to external factors such as the surrounding environment, culture and economic conditions of their hometowns. First of all, from the perspective of family culture, there may be a preference for sons in some families. For instance, in India, where son preference is very serious, most families will choose to give good opportunities to sons, most families will let daughters help them at home instead of sending them to school, which is very unfair [1]. This is a gender bias that is very unfair to women. Conversely, education can more effectively rectify this issue. It can help individuals recognise that all persons are equitable and possess the same entitlement to access education. The prospective advantages of education extend beyond individual enhancement; they primarily provide individuals the option to engage with a higher societal echelon, rather than remaining restricted to a rural mountain community. [2]. In many cases, the families of left-behind children are not financially well-off, and many families cannot afford their children's school fees. The government will set up welfare schools in remote areas to provide free nine-year compulsory education for children from poor families. Receiving basic education can greatly improve the personal quality of children, but at the same time, another problem arises: the number of schools and teachers is limited, but with the increase in population, the number of children will increase year by year. This means that access to school is limited compared to children from normal families, which further exacerbates educational inequality.

3. Regional Disparities

Moreover, from a regional perspective, the pace of development varies from place to place, with technological development being one example. In remote areas, there are few cell towers or similar facilities to facilitate the construction of electronic equipment. Without this element, children living in remote areas would not be able to access the rich educational resources on the Internet. In addition, the abundance of online resources means that there is a huge gap in online educational resources between students who have access to the Internet and those who don't have the equipment or even understand the Internet. The expansion of online resources generates a substantial gap in educational prospects between students with Internet access and those without the requisite devices or understanding of the Internet. This has led to a digital divide, with children in different regions receiving significantly different amounts of information.

This further aggravates the unequal distribution of educational resources. However, if children in remote areas are provided with electronic equipment for basic online classes, remote classes can be realized, then the problem of teacher quality and teacher quantity can be directly solved. However, the online class will also bring some obstacles, children's attention will not be as focused as face to face with the teacher, and the quality of the class will decline to a certain extent [3]. In addition, class poverty and class immobility are two very real problems, just like Bourdieu's cultural capital theory, the accumulation of cultural capital can be transformed into economic capital, so as to achieve social class mobility. Cultural capital comes from the knowledge, skills, tastes and values that a person accumulates in the course of education, family, social environment, etc. Cultural capital is one of the most basic cores of the family, because the family has different classes in society, which will have an

unfair impact on the education of future generations, which will make everyone receive different levels of education, resulting in the problem of educational inequity [4]. Consequently, education is an essential and invaluable asset for left-behind children. Their families experience significant pressure, and their living conditions are inferior to those of youngsters residing in urban areas.

Therefore, education is one of the few ways for them to improve themselves and change their fate. Only in this way can they gradually have the economic capital to go out into the wider world.

4. The Issues Brought to Children under the Guidance of their Environment

Under the influence of various factors, it can bring significant negative effects to children that cannot be ignored. The first point is that the parents of left behind children work in other places, and some families have grandparents to take care of them. Worse still, some families only have older children to take care of younger children, and they can only take care of each other as they grow up. During an important stage of a child's growth, the absence of parents can have many negative effects, such as not having parents guide them to the correct values. At this age, they don't know how to distinguish right from wrong, so they may make some inevitable mistakes in the future life, the crime rate in the society will be greatly increased in the future, and the probability of children developing bad habits will also increase, such as smoking and drinking [5]. Without the company of parents, children can develop many complex emotions, such as missing them, not being encouraged to try new things, and not being able to share the joys and sorrows that happen in life. These small to insignificant things in daily life are exactly what children lack. For them, growing up in such a situation for a long time will make them unwilling to speak up, become introverted, have prolonged low moods, and even suffer from mental illnesses like depression [6]. In terms of physical health, each family with left-behind children bears a significant economic price. The growth stage is the period during which more nourishment is essential for bodily development; nevertheless, marginalised children frequently lack sufficient nutrition in their daily diet during this stage, resulting in diminished immunity and heightened susceptibility to illness. They live in a geographical location often a harsh environment, extreme climate, in such a situation without good physical fitness, life is very difficult. Physical and mental health is a necessary condition to do everything, and left-behind children lack the acquired conditions in this respect, which is very unfair.

5. Strategies for Safeguarding the Children Belonging to this Demographic Group.

Society should pay more attention to the group of left behind children, who have a significant gap in education compared to ordinary children. There are two groups that play a very important role in helping them. The first one is the government. The government can establish more schools by increasing spending on helping children in mountainous areas, striving for a fair starting point where every child has the opportunity to enter schools. For families facing real difficulties, certain subsidies can be provided to ensure the basic livelihood of their children. In addition, the government can also develop more remote areas to reduce the gap between urban and rural areas, so that the resources that children have access to are mostly fair.

The other role is the public. Now people have established various foundations targeting different groups, which can also help left-behind children, many stars and entrepreneurs will lead people of different ages to imitate them and donate money to those in need, which will greatly reduce the financial pressure of only the government to help them. Conversely, advertising can be employed to highlight children's vulnerability and need for assistance in order to attract additional volunteer instructors and enhance awareness of the significance of equity in education. In addition, since the children in remote areas basically do not have preschool education, their foundation is poor, unified education will be equivalent to nothing for most children, a more effective method is to teach them

in groups, different groups have different intensities of class, so as to more effectively let them learn the knowledge within their ability. At the same time, the cost will be lower than the first method [7].

6. Conclusion

In summary, left-behind children face various issues in accessing equitable education. First, the lack of educational resources means these children cannot receive the same quality of education, and their learning pace and ability to grasp knowledge are much slower than those of other children. Secondly, some families have feudal cultural practices that deprive children of their right to education, leaving them without opportunities to attend school. The diversity of knowledge imparted to children varies significantly across regions with different levels of development. Children in developed areas receive a broader range of knowledge, while left-behind children do not have such opportunities. This not only creates the problem of the digital divide but also intensifies educational inequalities. Simultaneously, youngsters devoid of parental support and education are at a heightened risk of experiencing mental disorders, including depression. Families of left-behind children are generally poorer, and the children's bodies may not be as healthy due to long-term insufficient nutrition, thereby increasing the risk of illness. To address the issue of educational inequality faced by left-behind children, joint efforts from both the government and society are needed. This can be achieved through advertising to encourage more people to join the foundation and donate to those in need, organizing volunteers to teach in mountainous areas, and so on. These collective activities are significant, only through the contribution of each individual can we establish a more equitable society.

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