Research on the Psychological Problem and Its Countermeasures of the Floating Children of Migrant Workers

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Abstract

Title: Research on the Psychological Problem and Its Countermeasures of the Floating Children of Migrant Workers: From Bronfenbrenner’s ecological system perspective of view

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The aim of this study is to find out the main psychological problems of inner migrants’ children in Guiyang and to give some suggestions to treat these problems. Compared to other social groups, inner migrants’ children meet specific psychological issue in migrate processing. It is a world-wide issue, especially in the developing countries today. In this research, both qualitative method and quantitative one are used. The research result shows that there are three aspects that influence the psychological condition of the inner migrants’ children most. They are social-economic condition of the family, school environment, and social policy.

Key Words: farmer workers’ children in Guiyang; urbanism; poverty; psychological issue
Preamble

I want to show my thanks to my supervisor Loffe, who shared the experience of how to deal with quantitative data. I want to say thanks to Mr. Ji, who gave me the guide in patience to my essay. At the same time, I appreciate my parents and all the participants who spent their time getting involved in this study. Without their work and efforts, it is impossible for me to complete this study.

Gävle, Pu Niujiinsi
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1. Introduction

According to Yeates, inner migrant workers are produced by both the agriculture reconstruction and urbanization caused by the market economy in the 1970s. Around 140 million people have moved to the cities with a hope to work in the world factories, because of the land issue caused by the market system (Yeates, 2008:232). Inner migrant workers are also called farmer workers and their children are called farmer workers’ children. Yeates has named the farmer-worker as “Inner-migrant”, which shows that the farmer-worker-related issue has been noticed on the global level instead of being noticed only on the national level within China.

In the city, farmer workers do manual work which can lead them to a mere survival out of poverty. Moreover, the family economic status influences the children a lot, e.g. living condition, nutrition, clothing, social services and education quality (Ridge & Wright, 2008:182). The children who live in poverty will face various kinds of difficulties, such as parents’ divorce, parents’ unemployment and parents’ mental problem. The poverty will also bring psycho-social problems to the children (Ridge & Wright, 2008:182). According to United Convention on the Rights of the Child (UNCRC), children are not only depending on their parents, but also have their rights to claim their thoughts, to refuse discrimination and to access a certain quality of life (Ridge & Wright, 2008:183).

Guiyang, the capital of Guizhou province, is a medium-sized city in the southwest of China. Since the beginning of reform and opening in China, the city has undergone great change. However, as Guizhou is located in the inland of China, its economic development is not as fast as that in the east coastal provinces. Every year, thousands and thousands of farmers leave their hometowns to find jobs in the eastern cities because of the better working opportunities and higher incomes in those areas. As a consequence, with the development of urbanization process in different areas in China, the number of the migrant workers is becoming larger and larger. Farmer workers intend to come to the city with their children to provide a better chance for them to develop themselves. However, due to the limitations related to a number of factors, their children cannot get the same education and medical treatment as the local children there. Their family economic status is low and their psychological impacts are different from the residents in the city. What’s more, the economic differences between the rural and the urban area cause them to be treated as aliens and suffer from discrimination by the mainstream of the people in the city. These are the key issues that make them become a
marginalized group in the city and cannot be integrated and assimilated into the existing groups in the city (Shen, 2010). According to the statement by some education departments, in 2007, there were 120,000 children of farmer workers at the school age; in 2008, the number was expanded to roughly 125,000; in 2009, it became almost 130,000; and in 2010, nearly 165,000 farmer workers’ children reached school age. The growth rate is 38% in the period of 4 years (Sa-Sha, C., 2012). The rapid increase of the population of the farmer workers’ children exposes the shortage of educational resources in China, which makes some of the farmer workers’ children drop out of school and stay at home. It exerts a negative psychological impact on the soul of the innocent farmer workers’ children, such as depression, alienation, and inferiority. To the children, it is not merely unfair, but hurtful, for it have stripped them of their happiness index, and exerted a negative influence on them. They have lost the warmth from the society, the comfort in life, the friendliness of the humans, the concern from the government, and even the security of the society. That is the reason that appeals the present researcher to take a study on the above-mentioned social problem.

1.1 The Objectives and Research Questions:

1.1.1 The Objectives

The purpose of the present study is to find out the living conditions of the farmer workers’ float children, the psychological impact that they suffer, and the possible solution and suggestions of how to deal with them under that situation.

1.1.2 Research Questions

To provide a guideline for the researcher to conduct this study, and to know what methodology should be applied, what data should be collected and what results will be found out, three questions have been set for this research, which are presented below:
1. What is the farmer workers’ family status in the society in terms of living conditions?
2. What types of emotional problems are experienced by the farmer-worker children?
3. What can be suggested as a solution to this problem?

1.2 Research Status

Being more developed countries, many western countries experienced industrialization and urbanization earlier than most of the oriental countries. Large numbers of farm workers migrated from the rural areas to the cities in order to find
better living conditions in the urban areas. Similarly, many poor people in the relatively backward countries immigrated into the economically advanced countries to pursue more happiness and sweetness in life. When the researchers from different countries studied on this issue, they focused on different perspectives and dimensions. Most of them stood on the social perspectives and looked at this issue by focusing on social exclusion, social policy, social service, integration and assimilation.

The current studies on the Chinese migrant workers' children focus mainly on the household registration system, the education system and the living conditions of the migrant-worker families. Most of the studies apply the theory of social exclusion. As far as the existing research data that the present researcher has collected are concerned, few studies have adopted Bronfenbrenner’s theory on ecological systems to discover the psychological problems that the migrant workers’ children are confronted with. The present researcher holds that the use of the ecosystem theory for the study of the psychological problems facing to the children of the migrant workers is a new perspective, and she is positive that it will produce new findings if it is appropriately operated.

1.3 Interpretation of Central Concepts
(1) What are farmer workers and farmer-worker children?

Farmer workers refer to Chinese inner migrants. As the economic transform in the 1980s brings a big change in China economy and population, agriculture reconstruction and redistribution of land have produced a large group of new workers from the countryside – migrant farmer workers. Due to the fact that the industrialization of the city has expanded the demand of cheap labor (Cai, Q., 2003:471), farmer workers have become attractive in the urban areas. They are often assigned to do dirty, dangerous and difficult work. This has exerted a great impact on their children: farmer workers’ children.

(2) What is poverty?

Poverty is a worldwide social problem. It is related to material, society, economic resources, social relationships and power (Ridge, T. & Wright, S., 2008). Poverty causes social isolation and implies that people suffering from it will live at the bottom of the society and with low economic status in the society. The researchers who are
interested in poverty are aware of poverty not only as a physical but also as a survival problem. The social-policy, culture, geography, and economy are also causative elements which are possible to lead to poverty (Cox, D. & Pawar, M., 2013: 263).

(3) What is marginalization?

Marginalization refers to the fact that the problematic group will be excluded by the local mainstream society. Marginalization happens in the social and political aspect, such as social exclusion, employment inequality, and no right to take part in political activities. Generally, most of the marginalized group can be divided into certain groups, such as migrant group, specific youth, children, man and woman. The marginalized groups have the common features: poverty, low-level education, poor health, inferiority, lack of social relationships and suffering more difficulties in life and work (Cox, D. & Pawar, M., 2013: 274).

1.4 The Essay Disposition

The first chapter of the essay is an introduction, which interprets the reason of why this study is taken. Apart from this, the research aim and research questions are presented. The second chapter is about the previous research which interprets some important terms and research outcome on this topic. Chapter 3 is a theoretical part, in which Urie Bronfenbrenner’s ecological theory is presented and discussed. The forth part is the research methodology which describes the details of the method applied to collect data and information to answer the research questions and to realize the research objectives. Chapter 5 interprets the research result with data analyzed and interpreted based on the theories introduced early. The last chapter is a discussion, in which some limitations in this study are discussed and some suggestions are put forward for future research.

2. Earlier Research on the Migrant Workers’ Children

The aim of this chapter is to review the literature on farmer workers’ children. This chapter will describe the key theories through literature review with a focus on the influence on the psychological health of the farmer workers’ children. The papers selected for a review are not only related to the issues in Guiyang, but also related to the happenings studied in other cities such as Beijing, Shanghai, and Guangzhou. These articles show the common issues occurring to the farmer workers’ children in China.
The researcher collected the secondary data from the published papers on farmer-worker children and farmer workers themselves, which provided the researcher with more information about the population of the farmer workers, the farmer-worker children, and the life condition that they are in. As a result, she knows the problem more clearly. The articles frequently describe social exclusion, poverty and low-quality education which have occurred to the farmer workers’ children. All of them can definitely throw some light onto the situation in Guiyang and enhance the readers’ insight into this issue.

2.1 Farmer-Worker Children’ Schools and Family Conditions

Urbanization has placed pressure on land, a key resource for the inhabitants on the earth (Dominelli, L., 2012:39). In this process, farmer workers emigrate from the rural area into the city; however, they are lack of money to get the good living condition. From the family economic aspect, most of the farmer workers are still at the bottom of the society. They earn little, and most of them cannot afford to buy an apartment for themselves in the city. Hence, their life in the city is characterized by mobility and temporality (Shen, 2010). Farmer workers always live in the makeshift shack near the construction site. After one construction item is completed, they have to move to a new work place and new makeshift shack company with their wife and children. Most of the farmer workers are engaged in heavy physical work, but what they can earn through work is low and insufficient if compared with the same work done by the formal full-time employees from the city. In the earlier research on the farmer-worker families in Guiyang, the data show that 58% of the farmer workers’ wages is 500-1000 yuan (RMB) per month; that the wages of 35% of the farmer workers is 1500-2000 yuan (RMB) per month and that only 7% of them can earn more than 2000 yuan (RMB) per month. However, the average of the resident salary in Guiyang is 2448 yuan (RMB) (Sa-sha, C., 2012) Compared with the normal salary for people in Guiyang, the farmer workers do not have surplus money to enrich their life after they pay for their accommodations (Sa-sha, C., 2012).

In medical care, they often go to the private clinics to see the doctor or go to the pharmacy to buy some medicine for them when they fall ill. Their living conditions are poor in terms of shelters, facilities and food, which will often make them easily infected by the bacteria or epidemic diseases. Some of the families refuse to have an inoculation
to their child because they want to avoid the censor of birth control (Zhen-dong, S., 2010).

In the educational aspect, previous research shows that 88% of the farmer-worker children study in schools that are prepared just for the farmer workers’ children. Generally, these schools are private ones where the children cannot get sufficient concern and financial support from the government as the public schools do. Through 10-year reformation and development in China, there is now around 70% of the farmer-worker children studying in the farmer-worker children’s schools, which are also called floating schools, for they are not established with a long history (Zhen-dong, S., 2010). Many parents send their children to school because they hope to give them a better education. However, they cannot do as they wish, for the enrolment is actually a touchy problem for the migrant farmer workers’ children, partially because of the unbalanced development of education facilities in the cities and partially because of the policies made by different local governments. Resulting from that, 73% of investigated farmer workers thought that it was difficult for them to find appropriate schools for their children (Sa-Sha, C., 2012); 31% of the investigated farmer workers said that when they applied for an opportunity for their children to go to the school nearby, they were refused by school, because they do not have all the certifications which the education department require for children to enter the primary school in those areas (Sa-Sha, C., 2012); 12% of the farmer-worker children cannot be accepted by the school, because of the lower grades in their study. Half of the farmer-worker children are refused by the public primary school, because of the limited school seats, and 46% of the farmer workers thought that the tuition fee for the farmer-worker children is more than that for the local children. Sometimes as it is too high for them to afford, they have to give up (Sa-Sha, C., 2012). Generally, every family hopes to find a good opportunity for their children to receive education at an early age. However, as the opportunity for the farmer-worker children to enter a public school is so rare and so hard, many of them lose the chance to take appropriate schooling at the right age. This is a problem that should attract our attention.

In the teacher resource aspect, the researcher has found that in the primary schools there is a serious shortage of qualified teachers. That apart, in many schools, the quality of teaching facilities and equipments are not desirable. The previous research results indicate that the salaries for the teachers in the public schools, the private schools and the private school without license vary significantly. In the public school, the average
salary for the teachers is 2118 yuan (RMB) per month; for the teachers in the registered private schools, the average salary is 1381 yuan (RMB) per month; and in the unregistered private schools, it is only 895 yuan (RMB) per month. Most of the parents complain that the teacher in their children’s schools are changed frequently (Sa-Sha, C., 2012). As the children cannot receive appropriate education at school, their schooling achievements are often not satisfactory to their parents. To help their children realize the intense competition in the job markets and make them raise their motivation for learning, they often rely on family violence and on scolding to threaten them to work harder at school.

In the cultural aspect, farmer workers’ children lack the opportunities to communicate with the outsiders, because many of them cannot find the facilities for communication such as mobile phone or the like. Consequently, they have to narrow themselves down to a small circle by talking to their relatives or to their family members. Statistics show that as they are narrowed down within a small circle, the development of their social knowledge subjects to certain limitation, which, in a sense, hinders more or less the quick development of their intelligence for study. Of the juvenile criminals, the proportion of farmer workers’ children amounts to 58%. Many of them are not aware of the law and the responsibility of the consequences (Shen, 2010).

2.2 The Relation to and Contact with Parents

For farmer-worker children, they lack of the opportunity to communicate with their parents, because most of their parents are busy with work in order to earn more money or are exhausted with the heavy work. As a result, they do not have a lot of time to concern about their children. In the previous research, 75% of the investigated farmer workers have to work 10-12 hours per day. That means their children seldom have the chance to meet their parents in the day time. As the children are not monitored by their parents in their study and cannot get timely advice from them for their study when they encounter with some difficulties in study, their study is often not so successful as the children from the local families. Based on a study of the test result at school, statistics show that 77% of the farmer-worker children cannot reach the scores set for the middle school education certificate level (Sa-Sha, C., 2012). They are ill-informed of the happenings in the society. Their parents do not care much about the education results of their children as much as the local parents. For example, at a parent meeting in the school, only 30% of the parents attend the meeting frequently to contact the teachers.
Even at the meeting, the farmer workers do not communicate often with the teacher about the academic performance at school by their children. They do not know what happens to their children. As they live in the makeshift shacks where loafer idlers gather, their children always contact them and are affected by them.

2.3 Institution and Law Aspect

In terms of household registration, China’s household registration is divided into two parts: permanent residence registered in the rural areas and permanent residence certificates in the urban areas. These two different kinds of household registration lead to different welfare standards and social security.

According to the compulsory education law in China, children who reach the age to enter primary school should go to the nearest school in the place where they register their household. Only when the local government cannot meet the set educational criteria, can the children move into another place to find a school. Otherwise, they should study in the local place. This policy leads to geographic limitation. It makes the farmer-worker children not able to share the legal rights, based on the institution, to enter the school that they wish to go to. If farmer-worker children want to enter a school in Guiyang, they have to get a statement letter from the government in the domicile place. But it takes time to examine and go through the required process for approval. Once it is delayed, the time to start the formal schooling by the farmer-worker children has to be postponed (Sa-Sha, C., 2012).

As a matter of fact, the relevant local government does not set up valid institutions to deal with the problem for the farmer-worker children. In the daily work by the relevant government department, the administrative staff members do not know how to deal with the problems related to the schooling for the farmer-worker children, for there are no specific and concerned law and institution for that. Without being able to enter the school for study, many children have to stay at home or outside in the society (Zhen-dong, S., 2010).

2.4 Psychological Problems of the Farmer-Worker Children

In the psychological aspect, previous research findings indicate that 41% of the farmer workers’ children thought they were residents in the city, and hence, they should be treated in the same way as the local children (Sa-Sha, C., 2012). In addition, the collected data show that most of the children do not have the sense of belonging.
However, based on a social survey, the rate of happiness, of self-esteem, and of the emotion control ability of the farmer-worker children is apparently lower than that of the local children. Previous research finding from Shangluo city also shows that the farmer-worker children have certain psychosocial problems such as loneliness, study anxiety, and anxiety with their peers. If the problems cannot be solved appropriately in time, the serious result for the following generation will probably destroy the hard-established harmony in the society. In the private schools, the students have more problems in terms of emotion, behavior, communication than the children in the public schools. The reason why the farmer-worker children suffer from loneliness is that they are in lack of emotional communication with other people. That apart, they are also short of the sense of safety and reliability because of the frequent move to different unfamiliar zones for the need of their parents’ career (Qiu-rong, Zong, 2008).

3. Theoretical Framework

3.1 The Importance of Theory in Social Work

A social researcher should both pay attention to theory and practice (May, 2011:27). Theory is one approach to explaining human behavior for social workers (Parrish, 2010:4). Social worker theory is not limited to social work only, it also borrows theory from other disciplines such as psychology, sociology, and biology (Parrish, 2010:4). Social workers choose the theory by depending on whether the theory can help their readers understand the special circumstance that the people are situated (Parrish, 2010:4).

3.2 Choice of Theory

The theory that the present researcher has chosen is the ecological theory by Urie Bronfenbrenner.

“The ecological perspective came to the fore in social work during the 1970s as part of the trend toward increased concern for better environments and quality of life.” (Greene, R., 2009:201)

In Bronfenbrenner’s ecological theory, he proposes five systems: micro system, meso-system, exo-system, macro system and chron-system. The individual is placed in the center just like a Russian doll.
Micro system: Micro-system consists of social settings which are related directly to individuals. It refers to the direct communication circumstances by individuals such as school, partner, family and employer. For a student, the school is the most important micro system except family.

Meso-system: Meso-system includes the relationships between different micro systems. For example, the way that children get along with others in the family will influence the way that they get along with their classmates in the school. If they suffer from violence at home, they may have propensity for violence toward their peers in the school.

Exo-system: Exo-system refers to those social settings which will influence individuals without their direct involvement, such as parents’ working circumstances, and parent-child experiences.

Macro-system: All the system is set up on the macro system, which includes culture, religion, country, etc.

Chron-system: This system refers to the historical change which will influences the individual, e.g. marriage, divorce, war and migration (Parrish, 2010: 205). In Bronfenbrenner’s chron-system, he divided it into two types. One is normal development, like starting a school, entering puberty, beginning to work, getting married and retired. The other is abnormal development, like migration, serious illness of family members or winning a prize in a lottery. Farmer-worker children are in the typical situation of migration.

4. Methodology

In this chapter, the researcher will focus chiefly on a description of the methods applied in this research. To collect more data, both quantitative approach and qualitative one are used in this study. The sampling part will explain how the researcher selected the samples for this project. Then the writer will inform the readers of data collection and data analysis. Besides, explanation will be presented for each research process such as research design, literature review, ethical considerations and the reliability and validity of the data, so as to ensure the final quality of the essay.

4.1 Previous Consideration

Before the researcher carried out the study, the first image in her mind was that the farmer-worker children were marginalized. Their parents always sat in the street and
waited for some manual work with their working tools such as wrenches. Their children were playing around them at the young age. They did not go to the kindergarten as the local children did in the city. On their exhausted faces, their withered hair showed that they were short of appropriate nutrition. They always wore dirty shirts and pants, and always sat in the street. Some of the farmer-workers were selling vegetables on the roadside. Their children were sometimes standing idly behind the stall or sometimes sitting motionlessly on the ground. They loitered outside the school gate. Sometimes, the children were fighting. Once, one child threw a stone and hit the other child on the head. The blood came out of the child’s cheek immediately. In a while, the child’s mom came out. When she saw the injured child was bleeding, she got extremely angry. The child’s mom dragged him home with anger and scolded him loudly. At that time, all the onlookers were left. This made the researcher raise many questions in mind. “Will he be given physical punishment at home? Are the violent behaviors of the children learned from their parents? Can he get some medical treatment for his wound? Can the social welfare and medical institution benefit him? Do they have the legal awareness of controlling or protecting their behavior or their right? What are the relationships between the farmer-worker family and social institution?” Through the pictures coming out in her mind one after another about the farmer-worker family, the researcher wants to find out the answers. That enforced her to conduct a study of this social problem.

4.2 Research Design

The research design includes what data will be collected, and how to collect, where the data will come from and how they will be analyzed (Grinnel, R. & Unrau, Y., 2005:246). In this research, flexible design was chosen to ensure that the researcher can change the method during the way of collecting data in case there is some modification that the researcher could not expect in advance (Robson, 2010:232).

Since this research focused on the psychological problems among the farmer-worker children, a current triangulation design of multi-strategy was adopted as a suitable method. It applied both qualitative method and quantitative one to produce more data (Robson, 2010:232). The advantage of multi-strategy is that it makes the research process more valid. It can find out the reason for what kind of problems exists and what the scale of the people are involved. This research includes interview, questionnaire and direct observation, the three most popular ways for data collection. Direct observation was used to observe people’s behavior in the public. Questionnaire
and interview were used to understand their private life. The method of interview, questionnaire or attitude scales can help the researcher obtain a deeper understanding of the thinking and belief of the investigated (Robson, 2010:232).

The design of the interview questions relied on the CRQ-TQ-IQ model, as is introduced in the book by Tom Wengraf, who uses this model to design the interview question list which makes the theory and the research aim combined.

Research Purposes (RP)  
Central Research Questions (CRQ)  
Theory Question 1           Theory Questions2               Theory Question 3  
Interview Question (IQ)1A, IQ2A IQ2B IQ2C IQ3A IQ3B  

(Wengraf, 2001: 157)

The design of the questionnaire is based on the Mental Health Test (MHT) by Bu-chen Zhang, who has made a successful research project with this approach (Bu-chen, 2010).

4.2.1 Literature Review

The writer searches the terms and relevant words such as “immigrant”, “farmer-worker children psychological condition”, “education problem of farmer-worker children” and “social segregation” from the data base of LIBRIS, Google Scholar and Official Website of International Federation of Social Workers (IFSW). Through the literature review, the newest data of farmer-worker and immigration on the international level were collected. In literature review, the researcher also gathered the data related to farmer-worker’s life condition and the psychological condition of their children.
4.2.2 Quantitative Research Method

Quantitative research has the following features. First, the number of participants is large. The data collected through quantitative method are measurable, and quantitative research keeps a “neutral value-free” position in the research (Robson, 2010:18). The questions in the questionnaire should be designed to fulfill the research aim and to answer the research questions (Robson, 2010:252). The main task for the researcher is to combine the research questions and the research aim (Robson, 2010:253). In the present study, the researcher uses the mental health test designed in earlier study. Questionnaire designed by earlier researcher was selected according to the research aim that focused on eight psychological items: study anxieties, health condition, communicate disorder, loneliness, self-accusation, over-sensitiveness, being frightened, and impulse (Bu-chen, Z., 2010). In this research, there are 100 questions in total. Option “Yes” represents 1 point, and “No” represents 0 point. There are 10 questions used to test the validity of the questionnaire. These are questions 82, 84, 86, 88, 90, 92, 94, 96, 98, and 100. If the summed-up points go over or equal to 7, it can be regarded as an invalid questionnaire, and if it is lower, that is acceptable. Questions 1-15 are set to test the item of “study anxiety”. If the summed points are over 10, it means the students have the feeling of anxiety for the examination and bad grades. Questions 16-25 are set to test the item of “anxiety in getting along with other people”. If the summed points are more than 5, it means that the students have obstacle to get along with other people. Questions 26-35 are set to test the item of “loneliness”. If the points are over 5, it means that the students have the sense of loneliness. Questions 36-45 are set to test the item of “self-accusation”. If the points are over 5, it means the students have the tendency of being self-abased and inferior to others. Questions 46-55 are set to test the item of “over sensitive”. If the points are more than 5 points, it means that the students are over sensitive. Questions 56-70 are set to test the item of “health condition”. If the points are over 8, it means that they might have bio-psycho problem. Questions 71-80 are set to test the item of “frightened”. If the points are over 5, it means that the students have too much sense of fear. Questions 81, 83, 85, 87, 89, 91, 93, 95, 97, and 99 are set to test the item of “impulses”. If the added points are over 8, it means that the students have less control of their behavior. If the total sum comes over 60 points, it means that the student has some psychological dilemma.
4.2.3 Qualitative Research Method

Qualitative method has the following characteristics. Firstly, the number of the participants is small. The research result is narrative instead of statistic data (Robson, 2010:19). Interview is chosen as a qualitative method in this study. The merit of the interview is flexible. The ways of interview are variable. Most popular ways of interview are structured interview, semi-structured interview and unstructured interview (Robson, 2010:278). In this study, the writer chooses the semi-structured face-to-face interview. The interview outline is formed based on the result of the quantitative data. Semi-structured interview always has an interview guideline. The questions in the interview guideline have specific order and there are some additional questions without design during the research process. Those additional questions are asked depending on whether there is new information that the researchers want to collect (Robson, 2010:278). Less structured approaches let the interviewees feel more flexible. The interviewees can say whatever they like to say as long as it is within the field. In this research, the interviewees were told that the contents of the interview, aim of the interview and the interview would be used only in this thesis. Confidentiality would be guaranteed. All the participants took part in the study voluntarily. For the interview, all the participants are serious and responsible. Each interview was well organized. The interviewees were first encouraged not to feel nervous; then the questions were raised friendly. If the interviewees could not answer right away, the interviewer would repeat the question or change the structure of the question to make it simpler and easier for the interviewees to be understood. There were two people who refused to participate in the study. One was the president of one Primary School in Guiyang and the other was a teacher in that School. The researcher interviewed the following parents, teachers, students, headmaster of the primary school: (All name below are assumed name)

The farmer-worker parents:
The Lu couple, who sell ducks and vegetables;
The Xu couple, who deliver bottled water as their job;
Luo, who sells the vegetable;
Gong and Zhu, who breed pigs and sell pork,
The teachers for the farmer-worker children:
The maths teacher, Chen and Shen, who teach the students in Grade 7 and 9;  
The Chinese teacher, Huang and Shen, who teach the students in Grade 4 and 9;  
The PE teacher, who teaches the students in Grade 7, 8, and 9;  
The English teacher, Xu, who teaches the students in Grade 9;  
Yang and Li, teachers who work in No.3 Primary School and in Fufeng Primary School respectively.

The students, all farmer worker children, who were interviewed:  
Students Jiong and Qun in Grade 1;  
Students Mo in Grade 3;  
Students Ma, Zhou and Wang in Grade 5;  
Students Lee (sisters) and Xie in Grade 6;  
Students Gong, Jie and Xiang in Grade 9.

In the interview with the farmer-worker families, the researcher began the conversation by focusing on the background of the farmer-worker children. The language used in the interview was Chinese, so it was easy for communication. The content of the interview was recorded first, and then it was transcribed into the text by the researcher every time when it was over. In the research, the writer wrote down the field-notes, in line with the focus of the research inquires (May, T., 2010:160). The researcher paid great attention to the nonverbal communication during the interview process. As Patton mentioned, “observer should also attend to nonverbal forms of communication”. For example, the researcher observed how the interviewees were dressed up, and what emotional change they showed in the process of the interview (Patton, 2002:290). At last, the meaning condensation was chosen as an analysis method of the interview taken. Meaning condensation is to transcribe the recording into text and highlights the key words. For example, poverty, psychology condition, social isolation, family conditions.

4.3 Sampling
In the quantitative research, the way of sampling adopted is often random sampling. The researcher chose 3 out of 200 schools for the farmer-worker children in Guiyang, where there are 124 private primary schools and 76 private middle schools. The
researcher gave out 166 copies of questionnaire in total. There were approximately 150,000 school-age farmer-worker children in Guiyang (Sa-sha, C., 2012: 14). In the qualitative research, the way of sampling adopted is often convenient sampling, which chooses the nearest and most convenient people to involve them in the research (Robson, 2011:274).

4.4 Data Collection

4.4.1 The Selection of Research Target

<table>
<thead>
<tr>
<th>Grade number</th>
<th>Grade 4</th>
<th>Grade 5</th>
<th>Grade 6</th>
<th>Grade 7</th>
<th>Grade 8</th>
<th>Grade 9</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>20</td>
<td>20</td>
<td>57</td>
<td>20</td>
<td>20</td>
<td>39</td>
</tr>
</tbody>
</table>

For the selection of the research target, please see Table 1. The reason of taking those schools as samples is that they are typical schools for the farmer-worker children. In C Primary School, they have both local children and farmer-worker children so that it is good for a comparative research in that place. A Primary School and B Primary School are completely for farmer-worker children. Choosing these two schools could help the researcher to make the data more comprehensive. Through the research on the schools with different background and different parent’s social and economic status, it could enhance the researcher’s insight into the problem taken for a study to find out the relationship between the background of the parents and education condition of their children. At the same time, the researcher could know what the differences were between local children and farmer-worker children in the same school.

4.4.2 Direct Observation

The merits of direct observation are that the researcher can observe the peoples’ attitude and behavior directly on the spot, and find out how they feel immediately. Direct observation increases the validity of the research. It avoids the situation when the participants report differently from the reality (Robson, 2010:316). Direct observation consists of structured observation and participant observation. In the present study the latter, participant observation, has been adopted, which is a widely used method in flexible designs (Robson, 2010: 316). Participant observation relies, in general, on qualitative approach. Actually, there are two approaches for observation in research which can be dichotomized as formal and informal approach. The present researcher
applied the informal approach in this study, which is less structured and allows the observer considerable freedom in what information she was going to gather and how it was to be recorded (Robson, 2010: 319). It included note-taking and generally gathering information from informants.

The participant observer tends to use flexible designs, and qualitative, unstructured approaches. The observer has also to establish a certain role within the group (Robson, 2010: 319). During the four months of the field study at the farmer worker children school, the writer obtained good opportunity to observe their family life day by day. Based on the emotional problem encountered by the farmer-worker children, the researcher conducted a direct observation study in A Primary School and B primary school of the children at the age of 6-15. The direct observation of a girl conducted in B Primary School shows her extreme bashfulness in the process of the communication with her peers. During the whole period of analyzing the farmer-worker children with Bronfenbrenner’s ecological theory, the observation approach helped the researcher obtain large amounts of data for the study.

4.4.3 Data Transcription

All the interviews were recorded when the interview was on, transcribed after the interview was finished by the researcher. Occasionally, when there was a need, photos were taken and notes were written down in order not to be mixed up and confused in the end after a period of time. The entire transcription, the photos and the notes would be kept in file in order to be used in the future.

4.5 Data Analysis

The prepared transcriptions from the semi-structured interview were analyzed based on meaning condensation. With this method, coding and categorizing are conducted beforehand so that it was easy and functional for the researcher to take the analysis of the text. Meaning condensation can be used to analyze the extensive and often complex interview text by searching for natural meaning units and explicating their main themes (Kvale, S. & Brinkman, S., 2001: 201). The presentation of the results is a combination of respondent’s response to the interview questions and findings in direct observation. The data from the questionnaire were analyzed with EXCEL.
4.6 Essay Credibility

This research adopted the triangulation approach so that it could apply different methods on one research question. To enhance the validity of the questionnaire, attempts were made to use short and understandable language for all the question items. The researcher did her best to avoid using the leading questions, and tried to make the questions clear and common in structure without the involvement of professional knowledge for an answer (Robson, 2010:255). In the process of questionnaire design, the researcher indicated clearly in the preamble of the questionnaire in order to avoid the situation in which the students just choose the answer with more points. The students were told before they filled in the questionnaire that this questionnaire had no connection to the academic grades at school. They should choose the options to match what they had in mind. If they thought that their choice was both Yes and No, they should choose the answer that could match the view in their mind best.

To enhance the validity of the interview, the questions made by the interviewer were also produced based on the principle that they were not long in order to avoid the awkward situation when the interviewees could only understand part of the question, resulting from which they could not talk in the natural and normal way because of intimidation at the beginning or during the process of the interview. In the interview process, the questions were asked again and again in different structure without changing the meaning until the students could get the sense of what the question was. In this way, the validity of the data and the credibility of the thesis were enhanced to the greatest extent.

4.7 Ethical Consideration

According to Colin Robson (2010:199), ethical influence goes through the whole research process including the research report. In the process of the research on farmer-worker children, social workers and research ethical code were taken in consideration. Participants’ negative psychological and physical impact was avoided in the whole process. In the questionnaire, consent was first obtained from the participants, who were willing to announce that the questionnaires were filled voluntarily based on their consent. The information provided would not be given out without their permission for the sake of confidentiality. Letters were sent first of all to the teacher and the children’s parents to get their permission, for many children were still young. Their participation in the interview needed the permission from their parents. Thinking that some of the
children could not understand the content of the questionnaires, the researcher tried to use easy language and suitable format. As to the interview, the contents and the aim of the research were told to the students before the interview was formally conducted. According to M. Kimberly Maclin and Robert L. Solso (2008: 123) psychological researcher should respect the dignity and worth of all people and protect their rights for privacy, confidentiality and self-determination. In this study, all the participants came voluntarily. In the report, their names were anonymous.

5. Result and Analysis

5.1 Result of the Questionnaires

In this study, 166 questionnaires were sent out in total, the number of authentic questionnaires was 122, with the return rate of the questionnaire being 73.4%. There were two invalid questionnaires, because the participants chose more than one option to one question. Consequently, the number of valid questionnaire was 120. To cover a wide range of the information obtained, the questionnaires were sent to the students in six grades. In this way, information would good for the research results and findings. Of all the participants, 20 students were chosen in each grade (Grade 4-9).

The table and the figure below show the results from the questionnaires. The sampling is from three primary schools and six grades in all. The writer chooses six different grades in order to see the psycho-dynamic change as the age changes. The results of each grade are presented and analyzed with Excel separately. The study group and research results are presented in the table and the bar graph below.

<table>
<thead>
<tr>
<th>Gender</th>
<th>Male: 48.2</th>
<th>Female: 51.8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade</td>
<td>Grade 4</td>
<td>Grade 5</td>
</tr>
<tr>
<td>School</td>
<td>Nanming No. 3</td>
<td>Peiji Primary School</td>
</tr>
<tr>
<td>Age Span</td>
<td>9-17 years old</td>
<td></td>
</tr>
</tbody>
</table>
Based on the questionnaire about the Mental Health Test (MHT) by Bu-chen Zhang and statistical calculation, Figure 1 presents the investigation results, from which it can be found that the top three psychological issues are self-accusation, study anxiety and over sensitiveness.

![Figure 1 Proportions (%) of students having different psychological problems](image)

“Self-accusation” in this study means that the participants have the propensity of inferiority. The student always doubts his/her ability and attributes the reason of failure to him-/herself. “Study anxiety” refers to the students’ fear of examination and they feel anxious about their study. “Over sensitiveness” means that it is easy for the participants to feel anxious and worried (Bu-chen, Z., 2010: 2). The researcher could not find any research results in the published data-base produced with this questionnaire. Consequently, she could not compare her research findings with the others’ based on this questionnaire to determine whether the produced percentage in her study is higher or lower.

5.2 Theme 1: Farmer-Worker Children’s Education and Family Condition

In the previous literature study, it is mentioned that there is a shortage of qualified teachers in the schools for farmer-worker children, and in terms of the children’s family situation, their parents’ incomes are much lower than those for the people in the cities, with the average income for an urban worker in Guiyang being 2445 yuan (RMB) per
month, while for a worker from the rural area being only around 1000 yuan (RMB) per month. Resulting from that, the farmer workers have almost no more left after they have paid for their daily necessities (Sa-sha, Chen, 2012: 9).

In this study, one Primary School as one of the research objects is a ten-year-old farmer-worker school. In this 300-student school, there are ten teachers in total. Seven of them are student teacher. They have only taught half a year in this school. All of the teachers do not have the teaching qualification. The students have the class from 8 o’clock to 12 o’clock, during which there is a big break for physical exercises between the first two classes and the last two ones in the morning. However, the students look lazy and the postures are not impressive. Their Curriculum Provision covers only four modules: Math, Chinese, English and PE. Compared with the public schools, they do not have Music, Art, Health and Writing class. In the afternoon, the students in Grade 5 have no teachers to take care of them. They are often locked in the classroom. Some of them are fighting each other over some trifles. Their behaviors are rude and impolite.

The teachers are busy all day but their salary is comparative low. “The income is 1084 yuan (RMB) per month in total, if the teacher didn’t make any mistake such as being late for class or being absent from class”, a teacher in Peiji said. In the interview process, the student expressed that the teacher always uses bamboo stick to punish them physically. One of the teachers said that they have to use their own money to photocopy the examination papers for the students. The teacher suspected that the headmaster of the primary school corrupted the money which should be used for the students.

There is psychological counseling in one School, but it exists in name only. “Psychological counseling is seldom done, for there are not many bad students”, said the headmaster of one School of Guiyang. It is easy to find that psychological counseling in that Primary School is not applied to solve the psychological problem for the students. It is used to punish the naughty students. This primary school does not understand how to use psychology counseling for the students. Besides, the library which was donated to the school by the society is locked all the time. “It is to prevent the students from stealing the books”, one headmaster said. What’s more, the art and music textbooks are not given to the students. They have limited resources to develop their interest and knowledge. Students will be influenced by their communication and life surrounding. According to the rules and regulations set by the education department, students can enter Grade 1 at the age of 6. So when they enter Grade 9, they should be at the age of 14 or 15. But research results show that some of the students were 16 or 17
years old already when they entered Grade 9. They were 2 or 3 years older than the local students. They were delayed in their schooling because of the moving house from one place to another for the change of the working place of their parents. As there exists the difference in education between the rural and the urban areas, some children have to study in a lower grade. Otherwise, they cannot follow the other students in the class.

**Family and Living Condition:**

In the process of investigation, the researcher took a direct observation of the community and the living condition of the farmer workers and recorded the external environment, the house facilities, the relationship between the family members, the location of the community and the other relevant information about the family conditions of the farmer-worker children for the present thesis through photographing and note-taking. When the researcher visited the farmer-worker home, she, with the permission from the residents, observed numbers of impressive scenes in person. One of the examples was the life situation about a ten-year-old girl student in Grade 5 at Peiji Primary School. Compared with the other students in the class, her family conditions were not bad. She had one elder brother and one elder sister at home. In the cabinet standing along the wall, there was a big hole. The curtains on the windows looked shabby, for they were old and used for a long time. In that community, there are many farmer-worker families like hers. Most of them grow vegetables to sell. As a result, their income may not be sufficient for living. In winter, they burn coals to warm themselves in the house. The smell from the hot coals in the house is pungent to the nose, which makes it hard for the people to stay comfortable there.

Through the research, the writer found what a normal farmer-worker family is like. They have basic food to eat and warm clothes to wear, but the living condition is under the standard level. As the earlier research shows, farmer workers usually violate the one-child policy in China. One of the reasons is that they hope to have more children to take care of them when they are old. The other is that they do not have much knowledge and facilities for family planning. As a result, the children normally have three or four siblings at home. To the surprise of the researcher, one of the children even has seven siblings. That is rare in China.

In the interview process, a student said that her family had been robbed. Her mom was almost throttled by the robber. However, they did not call the police because they did not have a telephone or mobile-phone in their house. When coming to other primary
schools, the photos show that the family conditions of the students at Fufeng Primary School are much more serious. Some of the students there live in the house without a bed and a door. The monthly rent of those apartments ranges from 80 to 120 yuan (RMB) per month. For the parent meeting in the school, those parents seldom attend, because they have to work for living. If they attend the meeting at school, they may ask for leave; consequently, they will lose dozens of dollars. Some of the parents are illiterate so that they cannot understand the materials which the teacher handout. Farmer-worker family condition is not satisfactory. Some students have the problem that they do not have enough food to eat and enough clothes to wear. Through the interview with the teacher, the researcher found that most of the children did not have legal identification and registered permanent residence.

**Analysis:**

Based on the ecological theories by Urie Bronfenbrenner, an analysis was made of the psychological condition of the farmer-worker children. It can be found that the farmer-worker children have the propensity for violence and unsociability. In the previous part, it was mentioned that the farmer-worker children fought with each other sometimes. The way that their parents disciplined them was not right. The physical punishment occurred frequently in the micro-system. The teacher in Peiji Primary School also gave the students physical punishment when they were out of school regulations. Both the parents and the teachers did not know that violence was illegal. It could not give the students positive enlightenment, but enhanced their dislike of the school education and hatred towards the teachers. According to the definition of micro-system, it refers to the social settings which are relevant to the individual. The people in micro-system will direct influence onto the client. Most of the farmer workers are engaged in manual work and lack of education. They do not take the school education of their children seriously. This also explains why the farmer-worker children behave rudely and fight each other more frequently than the local children. It will lead to some problems if their legal awareness of their behavior and the idea of the importance of today’s schooling for tomorrow’s citizenship in the society have been raised.

**5.3 Theme 2: Children’s communication with parents and others**

According to the studies conducted earlier, 48% of the farmer-worker children do not participate in outdoor activities often. What is more, it is not easy for them to get on
well with their classmates at school. In terms of study and social ability, they are, on the whole, inferior to the local students in the cities. This is probably affected by the work of their parents – not steady in one place, resulting from which the children have to transfer from one school to another often and find it hard for them to have a sense of which place they belong to (Sa-sha, C., 2012:8).

During the research, the writer observed the farmer workers when their children were at school and at home. Most of the farmer workers and their children were in lack of communication with the local people and short of connection with the city life. The children could only get along with their teachers, their classmates and their own family members. “These children’s parents have to go out early in the morning, usually at five to six o’clock, to sell breakfasts. They cannot come back until ten or eleven o’clock at night. They cannot find a lot of time to be with their children. Consequently, they do not know clearly what has happened to their children such as falling ill or playing truant” said one teacher in Xiguacun school. In the process of the research, the writer, through the direct observation, found that a student has infantile autism. “He doesn’t like to talk to everyone. He only says one word if you ask him for ten sentences”, a student in Peiji school described. There is another student who has the same situation. She feels lonely, for no one wants to get along with her. She finds herself excluded. One teacher said, “These are two twined students in this class. They disappeared for some time once. Their father is addicted in alcohol. He always beats his children after getting drunk. Those two children hid in some construction site and survived by picking garbage. His father asked the form teacher to take care of his children for he could not take good care of them”, a teacher in Xiguacun school said. At the same time, the writer observed in person that a 16-year old boy hid himself in the bed and refused an interview with the stranger because of his self-interiority towards the outside world. Examples like this gave the writer vivid pictures of the farmer worker children’s communication condition in daily life.

Analysis:

According to Urie Bronfenbrenner’s ecological theory, meso-system refers to the relationship between different micro systems. Parent meeting is one way of communicating between parents and teacher. However, many farmer workers do not care about it, because more than half of them do not go to the meeting. In their family education, the farmer-worker children seldom get help from their parents. In the
guardianship aspect, the farmer-worker children also have problems. As mentioned in the previous part, their fathers do not take care of the children. According to the law, “A child’s custodians are responsible for the child’s personal needs whilst the guardians are responsible for the child’s financial affairs”, the parents should also be aware of their responsibility for the education of their children at home (Bogdan M., 2000:267).

Exo-system refers to the social setting which will influence the clients without direct involvement. For example, the parent’s job belongs to the exo-system. Most of the farmer-workers are doing the manual work from 5 to 6 o’clock in the morning to 11 o’clock at night. The heavy work makes them not know what their children do and whether their children are ill or skip school during the daily time, which seriously affects the children’s life and study. What’s more, as the farmer workers’ salary and social status are low, their family life is not well-off.

5.4 Theme 3: Social Environment

Some social settings are influential to the family such as culture, family ethnicity, access to basic resources and their experience of discrimination (Parrish, 2010:224). In the literature review, the writer found that the farmer workers in the cities could not earn a lot. Their wages were low, working environment was dirty, living conditions were poor and security was out of expectation (Sa-sha, C, 2012: 14). In the field-work that she took, the researcher also found that for farmer-worker children, their living area was often in the suburban area, because of the cheap monthly rent. “They are living in the shack and the rent is 80-120 yuan (RMB) per month”, said one teacher in Fufeng school. However, this has segregated them from the mainstream people in the city, and is unfavorable for the development of their children. In the sense of geographical influence, those areas have prominent boundary from the city. With the poor condition of the road construction and communal facilities, there is great difficulty for the farmer-worker children to go to school every day. In the rural areas, the apartments where they live are not good at hygienic conditions. Some of the farmer-workers make a living by selling vegetables or cleaning the streets. Their interpersonal circles are restricted in the crowded small slums. As a result, a sense of inferiority will grow inside these children even when they are young, which will often hinder them from healthy development psychologically.
Analysis:

From what is discussed above, the social status of the farmer-worker children and their families are not high and their social-economic conditions are not encouraging. Based on the works by Brofenbrenner (1979:85), roles are usually identified by the labels used to designate various social positions in a culture. Associated with every position in society are role expectations about how the holder of the position is to act and how others are to act toward her. The personal role functions as an element of the micro-system. But Bronfenbrenner points out that the roots are in the higher-order macro-system and its associated ideology and institutional structured. From this point of view, parents’ social status and working environment will definitely impact their children. The farmer-worker children will follow the life style and thinking mode of their parents in their living and working environment.

6. Discussion
6.1 A Brief Summary of the Results in Terms of Aim

The writer tries to explore the psychological problems of the farmer-worker children in Guiyang. In the study, the researcher tries to find out the problems from an ecological perspective. That is a new perspective to study the farmer-worker children. The theory which the researcher has adopted in the study is the ecological theory by Brofenbrenner, which has helped the writer to go into a deeper understanding of the situation and the nature of the study. The results can interpret the major background -- the international social work background. The writer tried to find the answer in the field of the social work.

In the research, she found that the education condition of the farmer-worker family is not good. They are at a low level of the society to receive education. Some parents are short of communication in life and work. They ignore the education both in the family and at school. The communication between the school, the family and the society is not coordinated. On the social level, the social policy and community practice cannot support the farmer-worker children in their schooling sometimes. It enhances the seriousness of the problem related to education.

For the farmer-workers, to improve family income is the main purpose of their work, which can determine the quality of their life. The research shows that most of farmer-workers’ salary is comparatively low compared to the residents in the city. The
average salary for the residents in Guiyang was 2485 yuan (RMB) per month in 2013, but for the farmer workers, it was 1200 yuan (RMB) per month. As a consequence, lots of farmer-worker families were living under the poverty line.

Low level of material life had not only limited the healthy development of the children’s education but also influenced them on their physical development, which is mainly demonstrated in the aspects below.

Firstly, because of the economic limitation, the parents always choose the low tuitioned school which cannot provide good-quality education to the children. In the second place, the family lack study room for the children. As mentioned in the previous research, many farmer-worker families living in the shack slums which are not spacious for children to study. The students cannot find big table and well-lit place in their house. Thirdly, the places which farmer workers are segregated have bad sanitation and there are no stadium and entertainment center. It exerts negative influence on the children’s psychological and physical development. The forth, the parents have low education level. As they have to take heavy work, they find it difficult for them to guide their children to study happily and healthily. This also influences the children’s behavior. In the fifth aspect, the farmer-worker children have to help their parents in their job and some house work after school, resulting from which their time and energy for study has been affected to a great extent. Finally, struck by poverty in some places, the farmer-worker children are in lack of appropriate nutrition. Some of them cannot feel energetic for study all the time

**Suggestions and Counter-measures:**

The suggestions are given based on the research result and on the “six-step process of collaborative community empowerment” (Stepney, P. & Popple, K., 2000:121). As mentioned previously, the communities of the farmer workers are located in the low-level crowded areas, which are often unsanitary and lack of good infrastructures. Based on the research results, some suggestions are given below:

- To use the community-based approach to solve the farmer-worker children related problems. The first step of collaborating the community empowerment is to enter the community by meeting with the community leaders, and discussing on goals;
- To brainstorm and list the relevant issues;
- To select high-priority issues;
To introduce social ecology model adaptable for the community;
To devise the action plane;
To decide the further plan which will direct the farmer-worker family and their children.

6.2 Research Limitations

Because of the limitation of time, all the research focuses on the children in the school instead of on the street children as well who are deprived of education. Henceforth, the investigation sample cannot explicitly represent all the farmer-worker children in Guiyang.

In the research process, some school masters of the farmer-worker children’s schools were not willing to join in the project for an investigation. What’s more, the researcher was refused for a couple of times when she contacted the school headmaster and teachers in one of the primary schools. This has more or less affected the extent of data collection and the validity of the information.

6.3 Similarity and Difference with the Previous Research

The similarity between this study and the previous one in research result is demonstrated in their living condition. In the previous research, almost all the researches show that the farmer-worker families suffer from the poor condition in education for their children, medicine and employment. They could not integrate themselves fully with the society. In the aspect of family education, the research results show that the parents cannot take care of their children by day time, because of the heavy work of their parents. Farmer-worker children have the problem with the household registration. Previous research results show that China has two different household registration systems. Farmer-worker children have the different household registration from the local children. They will meet more difficulty in the process of applying for registration in the new schools in the cities. It is one of the reasons why the farmer-worker children are older than the local children in the same grade. This phenomenon was also observed in this study. What’s more, in this study, the writer found that there were many children who had not obtained the relevant legal statue because of the local government policies. They had no ID or household registration in the new habitant with their parents, for they were still registered in their native place. That is one of the reasons why they cannot go to the public primary school. The
difference between this study and the previous one lies in the theoretical aspect. Most of
the theory that the previous research adopted is social exclusion theory. However, in
this research, the farmer workers’ children were studied based on Bronfenbrenner’s
ecological system theory. It focused on the issues related to the farmer-worker children
from another angle and in another view. Consequently, the resulting data, both
quantitative and qualitative, are more or less different in color.

6.4 Suggestions for Future Research

In this study, the researcher applied Bronfenbrenner’s ecological system theory to
probe into the issue related to the farmer-worker children in the urban area – a new
place for them to experience a new life because of the change of their parents’ working.
It brought a brand new view to look at the existing problem related to the farmer-worker
children in their study and life. The writer suggests that future research can rely more on
the western psychology theory and sociological theory to look at the problem in the
society in China. In this way, the researcher can think about the social problems in
China from different cultural background and different ethical points of view. It can
make the research result more objective and insightful. This study used the theory by
focusing on how the environments will influence the children. Though the study was
designed carefully and conducted with great caution, there are still some limitations,
because of certain uncontrollable factors. For example, the researcher could not
interview and study the children who did not come to school and could not find out the
real reasons why they did not come to school. That apart, the unwillingness from the
school to cooperate also made it hard for the researcher to obtain the expected
opportunity for this study and the data from it. However, this did not spoil the nature of
this study. The researcher suggests future studies on this social issue, and hopes that the
insufficiency in this study can be drawn as a lesson to make the following studies better
and better.

7. Conclusions

Through four months of field work and based on the observation and analysis with
Bronfenbrenner’s theory on ecological systems, the study was brought to an end with
success. Both quantitative and qualitative approaches have been applied in the present
research project. The researcher holds that the use of the ecosystem theory for the study
of the psychological problems facing to the children of the migrant workers is a new
perspective, and she is positive that it has produced new findings. Based on the quantitative and qualitative data from the study, the results point out that the living and schooling conditions of the farmer workers’ float children are still unsatisfactory though attention has been paid to and efforts have been made for. The children are still suffering from psychological impact due to their low social and economic status in the society. To bring a fundamental change to them in their life and schooling, effective government policies should be worked out, the attitudes of the people in the society should be improved more or less, more social concerns should be shown to them, and the children should not be any longer placed on a marginalized position. With the development of urbanization, more and more farmers will move into the cities to take up new careers. To create a harmonious society in China, as is the goal for the national government, the problem about the farmer-worker children should draw more and more attention from the whole society. Though the researcher has put forward some suggestions for the possible solution to this urgent problem, greater efforts are still needed from the whole society and the national government if these suggestions are to be realized.
Reference list:

Electronic reference:
Bu-Chen, Z. (2010) http://wenku.baidu.com/link?url=znqRnIseCThNaDFQs4gLO-DkwQ7cHWzn0XjAhjd1wSZhhyOouZ8MxVAm2u0dcEGCnh8RqJxSrRmUyDTytsmLEi5sJX9Vc7wn_z2y5qDGC, [accessed in 2014/2/10]


Reference to books and article:


Appendix 1

Mental Health Test Questionnaire to Farmer-Worker Children

Grade………..Class……..Gender…………Age…………..

Statement: This test is to test your feelings instead of test your intelligence and learning ability. It will not intertwine with your study grades. There is no distinguishing of good or bad answer.

(1) Select the answer which you think in a normal way.

(2) There is only one answer for each question. Choose the answer which can most represent your view.

(3) You can ask the teacher if you cannot understand something.

(4) There is no time limit. There is only “Yes” or “NO” for each questions. Tick the right answer you think.

Questions:

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Do you always think about the class tomorrow?</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>2. Do you feel anxious when the teacher asks questions?</td>
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<td>3. Do you feel nervous when you hear the examination?</td>
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<td>4. Do you feel sad when you hear that the exam result is bad?</td>
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<tr>
<td>5. Are you afraid if you cannot get a good grade?</td>
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<td>6. Are you afraid when you cannot remember the formal knowledge?</td>
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<tr>
<td>7. Do you feel nervous before you know the exam result?</td>
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<td>8. Are you afraid you cannot get a good grade for the exam?</td>
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<td>9. Do you hope you can work well in each examination?</td>
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<td>10. Are you afraid you cannot fulfill the work before you do it?</td>
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<td>11. Are you afraid you read something wrong when you read the literature in public?</td>
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<tr>
<td>12. Do you think the grades from exam are reliable?</td>
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<tr>
<td>13. Do you think you are worried more than others on study?</td>
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<tr>
<td>14. Do you have the dreams with bad result of examination?</td>
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<tr>
<td>15. Do you have the dreams reprimand by the parents for bad grades?</td>
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<tr>
<td>16. Do you think your classmate maligned you in your back?</td>
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</tbody>
</table>
17. Do you always matter it seriously if your parents criticize you? ( ) ( )
18. Do you want to quit if you lose the game to rivals? ( ) ( )
19. Do you feel angry when someone discuss about you? ( ) ( )
20. Do you feel shy when your teacher asks your questions in front of your classmates? ( ) ( )
21. Are you afraid when the teacher asks you to be the class leader? ( ) ( )
22. Do you think someone is concerned about you? ( ) ( )
23. Do you feel nervous if someone looks at you when you work or study? ( ) ( )
24. Do you feel angry when someone criticizes you? ( ) ( )
25. Do you feel nervous when your teacher criticizes you? ( ) ( )
26. Do you keep quiet when others are laughing at you? ( ) ( )
27. Do you feel it is better playing at home than playing at Classmate’s home? ( ) ( )
28. Do you feel lonely when you stay with a group of people? ( ) ( )
29. Do you feel it is better to play along rather than with others? ( ) ( )
30. Do you want to join when some people have a conversation? ( ) ( )
31. Do you think you are an unnecessary person when you discuss with others? ( ) ( )
32. Do you dislike attending the sport meeting and art performance? ( ) ( )
33. Do you have a few friends? ( ) ( )
34. Do you dislike to talk to others? ( ) ( )
35. Are you afraid of the occasion full of people? ( ) ( )
36. How do you feel when you do something wrong e.g. you lose the basketball or football game? ( ) ( )
37. How do you feel when you do something wrong e.g. you receive some criticism? ( ) ( )
38. Do you think you do something wrong when someone laugh at you? ( ) ( )
39. When you have bad grades, do you think it resulting from your laziness? ( ) ( )
40. Do you think it is your fault when you failed in doing something? ( ) ( )
41. Do you think it your main fault when your group is blamed? ( ) ( )
42. Do you care if you make some mistake when you attend a sports meet? ( ) ( )
43. Do you feel it hard to deal with some difficult issues? ( ) ( )
44. Do you always feel regret for “I hope I didn’t do that”?
   (  ) (  )
45. Do you think you should take the mainly responsibility
   when you argue with your classmate?
   (  ) (  )
46. Do you want to make some contributions to your class?
   (  ) (  )
47. Do you always think some irrelevant things when you study?
   (  ) (  )
48. Are you afraid your friend will broke the things that you lend to them?
   (  ) (  )
49. Do you feel irritable when you are in trouble?
   (  ) (  )
50. Are you extremely afraid when your family members are ill or
   pass away?
   (  ) (  )
51. Do you always dream about the people who have passed away?
   (  ) (  )
52. Do you feel sensitive to video or car?
   (  ) (  )
53. Do you feel you cannot do well on some things you do not know?
   (  ) (  )
54. Are you afraid of uncertain accident in future?
   (  ) (  )
55. Do you feel hesitated when you decide to do something?
   (  ) (  )
56. Do you feel your hand always sweat?
   (  ) (  )
57. Do you blush when you are shy?
   (  ) (  )
58. Do you always feel headache?
   (  ) (  )
59. Do you feel nervous when your teacher asks you questions?
   (  ) (  )
60. Is your heart beat quickly without doing sport?
   (  ) (  )
61. Do you easily get tired?
   (  ) (  )
62. Do you not like to take the medicine?
   (  ) (  )
63. Do you feel it difficult to fall asleep at night?
   (  ) (  )
64. Do you feel there are some problems with your body?
   (  ) (  )
65. Do you think you are ugly than others?
   (  ) (  )
66. Do you always think you have problems with digestive system?
   (  ) (  )
67. Do you always bite fingernail?
   (  ) (  )
68. Do you always lick your finger?
   (  ) (  )
69. Do you always feel hard to breathe?
   (  ) (  )
70. Do you go to the toilet more frequently than others?
   (  ) (  )
71. Are you afraid to stand on the high place?
   (  ) (  )
72. Are you afraid of many things?
   (  ) (  )
73. Do you always have bad dreams?
   (  ) (  )
74. Are you timid?
   (  ) (  )
75. Are you afraid to sleep along?
   (  ) (  )
76. Do you feel afraid to pass through the high bridge or tunnel? ( ) ( )
77. Do you like to keep the light on when you sleep? ( ) ( )
78. Are you extremely afraid of thunder? ( ) ( )
79. Are you extremely afraid of the dark? ( ) ( )
80. Do you always feel some one following you? ( ) ( )
81. Do you always feel angry? ( ) ( )
82. Do you not want to get good grades? ( ) ( )
83. Do you always want to cry? ( ) ( )
84. Have you lied before? ( ) ( )
85. Do you feel that dying is better in occasions? ( ) ( )
86. Do you never break a promise? ( ) ( )
87. Do you always want to shout loudly? ( ) ( )
88. Can you always keep secrets for others? ( ) ( )
89. Do you want to go somewhere along far away? ( ) ( )
90. Are you always kind? ( ) ( )
91. Do you want to revenge when someone slanders you? ( ) ( )
92. Is everything you do told by your parents or teacher? ( ) ( )
93. Do you always smash something when you are angry? ( ) ( )
94. Have you been angry before? ( ) ( )
95. Do you definitely want to get the thing that you want? ( ) ( )
96. Do you feel extremely happy if the teacher who you do not like finishes the class earlier? ( ) ( )
97. Do you always want to jump from a high place? ( ) ( )
98. Are you affectionate to everyone? ( ) ( )
99. Do you always feel anxious? ( ) ( )
100. Do you always suffer physical punishment in your home? ( ) ( )
Appendix 2:

Interview Guideline to Farmer Workers

1. Family Condition
(1) What is the education condition for the farmer-workers?
(2) What’s your marriage condition?
(3) How many children do you have?
(4) What is your job and how is your working condition?
(5) Are you satisfied with your income?
(6) What is the fixed charge of family?
(7) What kind of way do you like to educate your children?
(8) What degree do you expect your children to get in education?

2. Living Condition and Willingness
(1) What type is your apartment?
(2) What challenges do you meet in Guiyang?
(3) Who can help you when you meet problems?
(4) Who do you communicate most in your daily life?
(5) Do you communicate to you community a lot?
(6) Do you think your community is safe?
(7) What is your purpose to move into the city?
(8) Do you trust your neighbors?
(9) Do you like your community?

Employment and Work Development:
(1) Are you satisfied with your life in the city?
(2) Do you have some plan for your future job?
(3) Do you think you will come back to the countryside and do agricultural work?
Appendix 3:

Interview Guideline to Teachers

(1) What difference do you think between the local children and the farmer worker children?

(2) Are you satisfied with your salary?

(3) How often do you contact the farmer workers parents?

(4) Do you meet some cases that your students feel anxious or depressed? If yes, why do they feel depressed?

(5) What is the psychological difference between children in poverty and children not in poverty?

(6) What do you want to do for the farmer workers’ children?

(7) What challenge do you meet when you communicate with farmer workers’ children?

(8) What will you do if the students do not come to the class?

(9) Do you have some support from the society such as the government, community, non-government organization, and the public press?

(10) Do you use the physical punishment in the education process?
Appendix 4:

Interview Guideline to Students

(1) Do you feel anxious or depressed in your daily life? If yes, when and why do you feel it?
(2) What will you do when you feel anxious or depressed?
(3) Who will help you when you do not feel well?
(4) Do you like to communicate with others?
(5) What do you want to learn if you take part in psychological class?
(6) What is the main challenge that you meet in your daily life?
(7) Are you satisfied with your family relationship?
(8) Have you suffered physical punishment from your parents? If yes, how often and under what situation will you suffer?
(9) Are you satisfied with your living condition?
(10) What kind of life do you want to live in your future?