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Problems and Solutions on Holiday Life of Preschool Migrant Children in China

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Abstract

There are more and more preschool children with their working parents go to the cities in China, the quality of their holiday life is in urgent need of attention. We try to present holiday life problems of migrant preschool children, and attempts to put forward the guidance and help for them. By questionnaire and interview, we got the findings: Their holiday activities give priority to in order to see TV at home, limited resources, less parental involvement, more security problems. The quality of holiday life of migrant children is not high, which is related to their living environment, their parents' cognitive level and ability and other factors. Improving their parents' educational consciousness and ability, and using the help from preschool, community and social organizations, can improve the quality of their holiday life.

Key words: preschool migrant children, holiday life, disadvantaged children.

1. Introduction: The large-scale population migration is the most significant population phenomenon in the process of industrialization and urbanization in china. Population mobility is familial tendency, there are more and more children with their working parents go to the cities. The development and education of migrant children has become an unavoidable problem in the development of Chinese society. According to statistics, the number of migrant population is 221 million, 0-14 years old children up to 35.81 million, of which preschool children accounted for 25.09%, to 8.99 million(Duan Chengrong et al.,2013). The latest government report "China's migrant population development report 2016" shows, the scale of the migrant population reached 247 million, accounting for 18% of the total population, the equivalent of every six people have a migrant person, the

number of migrant children increased (National Health and Family Planning Commission of the People's Republic of China, 2017) .

In normal times, there is a fixed schedule system and mutual supervision from teachers and parents, the quality of life of preschool migrant children is not prominent. But during the holidays, they leave the regular kindergartens, and scattered in every corner of the city, the quality of life worrying. Chinese research literature about children holiday life pay more attention to the holiday life of primary and middle school students and college students, few of the migrant children's literature focused more on news reports, or safety accident and safety education in the holiday (Zhang Yingying, 2010; Wang Xiaofen, 2015), or the experience and practice of rich migrant children's holiday life (He Wuhen, 2016; Zhongshan civilization network, 2016), or called for attention on such family and children's holiday (xinhuanet.com, 2015; Deng Wei et al., 2016). Unfortunately, few studies have shown the real state of migrant children's holiday life.

In foreign countries, especially in the United States, migrant children refers to groups of more extensive geographical scope and races, including children of immigrant population, street children, children of extremely poor families, other ethnic or ethnic groups in faith and rural children of employees. These countries in solving the education of migrant children is more mature approach and operation mode, it provide a reference for China to solve the educational problems of migrant children (Tang Yumei, 2013), these literatures focus on education management and finance (Zhanghui, Guofei, 2011; Qiaohong Hua, 2013), the education policy (Zhanghui, 2011), entrance security mechanism (Chen Ruifeng, 2006; Yuan Fangcheng, 2008), monitoring and evaluation of related projects (Zhou Guohua, Chen Xuanlin, 2014).

In China, young children with their parents from rural areas move to the city. In such a new environment, they are full of unknown to their holiday life, parents are at a loss on how to arrange their holiday life. Therefore, paying attention to the present situation of the holiday life is helpful to show the existence state of this vulnerable children in the city, and also provides a theoretical basis for the reasonable arrangement of the vacation life in the future. So, we carried out investigation in February 1(during the winter vacation in China), 8-9 (during the summer vacation in China) 2016, mainly present holiday life problems of migrant preschool children, and attempts to put forward the guidance and help for them.

2. Objects and methods:

2.1. Questionnaire: This study mainly used the method of questionnaire. The questionnaire included basic information of children and families (such as household, family income, parents' occupation and education level, sex and age of sample children and so on), holiday life planning and implementation (such as whether to plan holiday, how to implement the plan, children's harvest in holiday) and the implementation of various activities (including entertainment activities, learning activities, life activities, recreation activities and sports activities).

Participants come from 6 preschools in 3 districts of N city in Jiangsu province, and a total of 565 questionnaires were sent out. To highlight the characteristics of the migrant children’s holiday life, we choose the non-migrant children as comparative group. When the questionnaires were issued, we draw an equal amount of two categories children in the same class. Finally, there are 451 valid questionnaires, with an effective rate of 79.8%. Among them, 215 non-migrant children, accounting for 47.7%, 236 migrant children, accounting for 52.3%; 242 boys, accounted for 53.7%, 209 girls, accounted for 46.3%; 3, 4 and 5 years old children were 33.9%, 35.3%, 30.8%. Participants’ details are shown in Table 1. Migrant children come from 15 provinces, such as other regions in Jiangsu province (54%), Anhui (16.5%), Shandong (5.8%), etc. After verification, coding and input of the questionnaire, the SPSS20.0 social science statistical software was used for analysis.

Table-1: Basic information of the participants

Gender	3 years	Migrant children			Non-migrant children			
		4 years	5 years	Total	3 years	4 years	5 years	Total
Boy	43	55	34	132	36	38	36	110
Girl	30	42	32	104	44	24	37	105
Total	73	97	66	236	80	62	73	215

2.2. Interview: At the same time, we also interviewed three parents of migrant children, three kindergarten teachers, in order to make up for the inadequacy of the questionnaire. Interview content including children’s holiday life situation, the understanding of holiday life, the arrangement and existing confusion for children's holiday life. Each person's interview time is about 15 minutes, we made the field notes and audio recording, and then analysis these interview materials.

3. Results and Discussions

3.1. Migrant preschool children’s holiday activities give priority to watch TV at home:

Recreational activities accounted for the largest proportion of migrant children's holiday life, especially watching TV. Table 2 shows, they watch TV for a long time, more than 2 hours a day for up to 1/3 (33.2%), and 47.2% of children watch TV 1-2 hours a day, only less than 1/5 (19.6%) of children can be controlled within 1 hours. Accordingly, the time of playing with toys and games is limited, 57.1% of the migrant children's game time less than 2 hours a day, 42.9% of the migrant children can play more than 2 hours(see Table 3); the reading quantity of migrant preschool children is far less than non-migrant children($X^2_{(3)}=14.795, P<0.01$), 44.1% of the migrant children for a holiday only read 1-2 books, only 3.4% of them to read more than 10 books(see Table 4); Migrant children's reading time is less, 89.9% of the children to read within 1 hour every day, there are significant differences in daily reading time between migrant and non-migrant children ($X^2_{(4)}=12.339, P<0.05$) (see Table 5); not attend any interest class in the migrant children accounted for 74.6%, much higher than non-migrant children($X^2_{(4)}=8.193, P<0.05$); during

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the holidays, and the number of the migrant children who never to travel accounted for 71.2%, and the number of them who never exercise up to 22.6%.

Table-2: Comparison on daily time to watch TV between migrant and Non-migrant children (%/n)

children types	daily time to watch TV			
	within 1 hour	1-2 hours	2-3 hours	3 hours or more
migrant(N=235)	19.6%(46)	47.2%(111)	23%(54)	10.2%(24)
non-migrant(N=213)	16%(34)	46%(98)	29.6%(63)	8.4%(18)

Table-3: Comparison on daily time to play between migrant and Non-migrant children (%/n)

children types	daily time to play			
	within 1 hour	1-2 hours	2-3 hours	3 hours or more
migrant(N=233)	17.6%(41)	39.5%(92)	27.9%(65)	15.0%(35)
non-migrant(N=215)	13.5%(29)	43.7%(94)	31.6%(68)	11.2%(24)

Table-4: Comparison on number of reading books between migrant and non-migrant children (%/n)

children types	number of reading books			
	Less than 2	3-5	5-9	10 or more
migrant(N=236)	44.1%(104)	45.3%(107)	7.2%(17)	3.4%(8)
non-migrant(N=215)	35.8%(77)	49.3%(106)	7.4%(16)	7.4%(16)

Table-5: Comparison on daily time to read between migrant and Non-migrant children (%/n)

children types	daily time to read				
	within 0.5 hour	0.5-1 hours	1-1.5 hours	1.5-2 hours	2 hours or more
migrant(N=236)	39.8%(94)	50%(118)	8.9%(21)	1.3%(3)	0%(0)
non-migrant(N=215)	34.9%(75)	49.8%(107)	12.5%(27)	2.3%(5)	0.5%(1)

So, watching TV has become the most intimate partner in the migrant preschool children's holiday. Although the TV left them at home and brings them some happiness and avoids some harm accidents, it also brings a lot of harm. Because of the passive infusion, lazy to think and explore, watching TV for a long time will not only damage the eyesight of children, damage their health, but also affect their perception, language, attention, imagination, thinking ability, social skills and other psychological development.

3.2. Limited activity resources for migrant preschool children's holiday life: Activity resources provide the material basis for the children's holiday activities. The majority of migrant workers families are poorer, combined with the parents' awareness on preschool education is relatively weak, they aren't fully realize the important value of preschool education in children's development(Cang Cui,2010), so they rarely buy books and toys for their children, that means the resources for children at home are scarce. For example, the migrant children have less toys(see Table 6), who have less than 10 toys accounted for 31%, 10% higher than non-migrant children; there are 44.3% migrant children have 10-24 toys, less than 7% migrant children. Table7 shows, the number of books which migrant children owned is far less than non-migrant children($X^2_{(5)}=32.46, P=<0.001$), less than 10 books accounted for 71.5%, without any books accounted for 12.4%; compared with the non-migrant peers, migrant children have less audio and video products($X^2_{(5)}=35.72, P=<0.001$), less than 10 pieces accounted for 75.8%, no audio and video products accounted for 22.2%(see Table 8); in the community, the lack of places and facilities and equipment for migrant children to carry out outdoor activities. The lack of activity resources is also one of the reasons why migrant children seldom read and play games.

Table-6: Comparison on number of toys between migrant and Non-Migrant children (%/n)

children types	number of toys		
	less than 10	10-24	More than 25
migrant(N=235)	31%(73)	44.3%(104)	24.7%(58)
non-migrant(N=214)	24.8%(53)	48.6%(104)	26.6%(57)

Table-7: Comparison on number of books between migrant and Non-migrant children (%/n)

children types	number of books				
	none	less than 10	11-20	21-40	More than 40
migrant(N=236)	12.3%(29)	59.3%(140)	23.7%(56)	4.7%(11)	0.0%(0)
non-migrant(N=215)	5.1%(11)	49.8%(107)	31.2%(67)	11.2%(24)	2.7%(6)

Table-8: Comparison on number of audio and video products between migrant and non-migrant children (%/n)

children types	number of audio and video products				
	none	less than 10	11-20	21-40	More than 40
migrant(N=236)	22.9%(54)	53.8%(127)	14.4%(34)	7.2%(17)	1.7%(4)

non-migrant(N=215)	10.7%(23)	44.2(95)	30.7%(66)	11.2%(24)	3.2%(7)
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3.3. Few frequency of parental participation in migrant preschool children's holiday life: Majority parents of migrant children work in the building, transportation, or small business, they need work longer time and higher strength (Wang Xiaofen, 2012), so they are often busy living and work, pay more attention to meet the children's basic physiological needs, pay less attention on the development and learning of the children, also ignore guidance for their children's holiday life. During the holidays, the frequency of the participation in their children's life is less, the communication between parent and children is lack. For example, the watching TV/audio frequency of migrant parents with their children is far less than the non-migrant parents($X^2_{(3)}=15.057, P<0.01$), 56.8% migrant parents accompany their children to watch TV less than 2 times per week(see Table 9); the play frequency of migrant parents accompany their children is significantly less than non-migrant parents($X^2_{(3)}=13.84, P<0.01$), 60.2% parents play with children less than 2 times per week(see Table 10); 73.2% of the migrant children's parents never or rarely read/ tell story for children(see Table11), which is far higher than the non-migrant parents($X^2_{(3)}=4.992, P<0.05$).

Table-9: Comparison on frequency of watching TV with child between migrant and non-migrant parents (%/n)

children types	never	frequency of watching TV with child		
		1-2 times per week	3-4 times per week	5 times per week
migrant(N=236)	9.3%(22)	47.5%(112)	32.6%(77)	10.6%(25)
non-migrant(N=214)	7%(15)	44.9%(96)	34.1%(73)	14%(30)

Table-10: Comparison on frequency of playing with child between migrant and non-migrant parents (%/n)

children types	never	frequency of playing with child		
		1-2 times per week	3-4 times per week	5 times per week
migrant(N=236)	3.4%(8)	56.8%(134)	27.5%(65)	12.3%(29)
non-migrant(N=213)	3.3%(7)	49.3%(105)	39.0%(83)	8.4%(18)

Table-11: Comparison on frequency of reading with children between migrant and non-migrant parents (%/n)

children types	frequency of reading with child			
	never	1-2 times per week	3-4 times per week	5 times per week
migrant(N=235)	8.1%(19)	65.1%(153)	22.6%(53)	4.2%(10)
non-migrant(N=213)	6.1%(13)	62.5%(133)	27.2%(58)	4.2%(9)

3.4. More safety issues in the holiday life of migrant preschool children: Because migrant preschool children's parents are busy living and work, failing to carry on the effective monitoring, this inevitably increases the possibility of safety accidents and accidental damage (Wang Xiaofen et al.,2016).During the holidays, most of the migrant preschool children are in the state of drift, sometimes they and brothers or sisters watch TV or play mobile phones in the rental house which is narrow space and accumulation of goods, sometimes they wander near rental home or parents' workplace. But the surrounding community environment is relatively complex, which is the migrant population intensive areas, these people are mostly engaged in physical labor, cultural quality is not high and even unemployed and criminals among them; Some communities are full of poor traffic order, stray pets, speeding cars, pull wires, even deep ponds. Because they lack effective care from parents and their own security awareness is weak, their scientific cognition is poorer in transportation safety, electricity safety, fire safety, anti-lost, and their accident rate is higher than the non-migrant children. According to the survey, 37.3% of the migrant children suffer accident harm, accounting for 63.6% of all unintentional injuries. Among all unintentional injuries, the highest ratio is fall injury, is 46.4%, and then collide injury (25%), sharp injury (10.7%), animal bite injury (8.9%), scald injury (7.1%), traffic injury (3.6%). The injury types of migrant children in more than that of non-migrant children, fall injury, extrude injury occurs (both 3.6%), and electrical injury, drown injury and foreign matter injury occurs (both 1.8%).They are also the largest number of abducted children.

4. Suggestions: For children, free and rich holiday life has irreplaceable value for their development of intelligence and personality. Improving their parents' educational consciousness and ability, and using the help from preschool, community and social organizations, can improve the quality of their holiday life.

4.1. Migrant workers should pay attention on their children's holiday life: The survey found that only 7.1% migrant children's parents made a plan for the children's holiday life. The parents of migrant children should change state of "ignored, regardless, let themselves go", and make suitable arrangements for the child's holiday life. In addition to arrange the games, learning activities, they can also be traveling with children, to a fresh place to learn, to encourage children to participate in social activities. Migrant parents should also take some spare time to accompany their children to carry out activities and communicate with children for a certain amount of time every day, and to avoid alone state for a long time.

In addition, migrant parents can provide more suitable educational resources. For example, they can not only make an appointment with other parents to exchange books, toys and let children play together, but also actively use social educational resources, such as museums, libraries, science and technology museum, etc. The expensive toys in the shop aren't suitable for parents of migrant children, parents can provide some semi-finished products or waste items, such as waste papers, rags, bottles, woods etc., to encourage children to make, or make together with the children, not only helps children's creative ability, but also improve parent-child relationship.

4.2. Strengthen the guidance from Preschools or kindergartens for migrant parents:

Kindergarten or preschool teachers should know clearly the importance of reasonable arrangement of holiday life, and take the initiative to learn about basic knowledge of the holiday life. Before the holiday, teachers should publicize the value of holiday life for children's development in the parents' meeting, and provide some suggestions for the detailed holiday arrangement, such as choose several good books for children, develop one or two hobbies, do household chores, attend several physical exercise, etc., this will make parents know each activity has its effect and make a comprehensive arrangement. During the holiday, the teacher can through Online or phone contact keep in touch with the parents of the migrant children, let them can contact the teacher and get help if they have a problem or difficulty, so as to ensure the quality of holiday life for migrant children.

4.3. Play the active role of community for migrant children: Community should give full play to the advantages of closing to the migrant families and quite familiar with their demand and status, strengthen the service function on them. Raising money through migrant families financing or community families donations to provide some simple activities facilities, such as slide, swing, basin, etc., in order to attract more migrant children involved in; Setting up service institutions such as "migrant children schools in holiday" "community holiday center for migrant children" etc; regularly Organizing children within the community to free visit the museum, park, etc.

Through the propaganda media and organizing some activities (such as parent-child activities, family education lecture) ,community can promote the migrant parent-child interaction, help parents fully understand the importance of preschool education on children's lifelong growth(Sun Lin et al.,2014), help parents pay more attention on parent-child activities and children's education, so as to help parents focus on children's holiday arrangement and implementation.

4.4. With the help of students 'mass organizations in colleges and universities to enrich children's holiday life:

With summer and winter holiday social practice opportunity, college and universities can guide students to pay attention to the livelihood of the disadvantaged people and engaged in responding social activities, lead the students volunteer organize " hand-in-hand with migrant children " "interest summer camp " "dream flower" and other education or care service team, with the advantages of careful, broad scope, lively and cheerful, close the children's psychology, to carry out a series of activities

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for migrant children, such as outdoor visit, quality development, game activities, made by hand and so on. This will not only promote college and universities students' quality, but also enrich the migrant children holiday life.

5. Conclusions: This study shows the quality of holiday life of migrant children is not high, which is related to their living environment, their parents' cognitive level and ability and other factors. In order to improve the quality of their holiday life, their parents' should pay attention on children's holiday life, preschools or kindergartens should strengthen the guidance for migrant parents, community should play the active role for migrant children, students 'mass organizations in colleges and universities can help enrich children's holiday life.

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