



The Current Situation And Problems of Migrant Children’s Education In Henan Province of China: An Empirical Analysis From The Perspective of Home-School-Community

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Abstract. Family education, school education, and social education play different roles in people's growth, both educational roles and mutual coordination and integration. From the perspective of family, school, and community cooperation, this study deeply discusses the current situation and countermeasures of migrant workers' children's education in Zhengzhou. The education status of migrant workers' children in Zhengzhou City is investigated by means of questionnaires, mainly from four dimensions: the basic situation of migrant workers' children, their family situation, their school situation and their own feelings.

Keywords: Current Situation and Problems, Migrant Children’s Education, Empirical Analysis, Perspective of Home-School-Community

INTRODUCTION

With the acceleration of urbanization in China, the migrant population continues to increase, and as a populous province, the education problem of migrant children in Henan Province has become increasingly prominent. These children face challenges such as insufficient resources, uneven education quality, and difficulties in integrating into urban life when receiving education. These issues not only affect the personal development of migrant children, but also relate to social fairness and harmony (Liu, 2019).

In recent years, with the continuous development of the economy and the widening gap between urban and rural areas, more and more rural laborers have flocked to cities, forming a huge group of migrant workers. According to statistics, a significant proportion of these migrant workers will choose to move with their children, and these children are called "Migrant Children" (Chen et al., 2021). Their educational problems are typical and representative, and the children of migrant workers face many educational difficulties.

This study analyzes the current situation of education for migrant children in Henan Province and proposes targeted policy recommendations, which will help optimize the formulation and implementation of local education policies. In recent years, migrant children have faced difficulties in enrollment and low educational quality due to their unique identity and lack of educational resources. Through in-depth research on this issue, this study provides empirical data support for policy makers to develop more targeted and effective education policies.

LITERATURE REVIEW

The education of migrant children in Henan Province is affected by many factors, of which the registered residence system is a key factor. Research shows that the registered residence system restricts migrant children's access to quality education resources, leading to a significant gap between them and their urban peers in terms of education opportunities (Zhang et al., 2022).

During the COVID-19 pandemic, teachers in Henan Province are facing numerous challenges, which have had a profound impact on the educational environment for migrant children. Research has found that teachers' mental health issues during the pandemic, such as anxiety and stress, may directly affect their teaching quality and students' learning outcomes (Y. Wang et al., 2021).

The role of parents in the education of migrant children cannot be ignored. Research has shown that parents of migrant children demonstrate a high level of commitment to their children's education by actively participating in family and school activities, which has a positive impact on their children's academic achievement (Peng, 2021).

The employment status and family dynamics of migrant mothers have a direct impact on the education of migrant children. Research has shown that maternal employment not only affects the economic situation of the family, but also has an indirect impact on children's academic performance (Zhang et al., 2020).

Migrant children face a series of special educational and developmental challenges. Research has shown a significant negative correlation between screen time and gross motor development in migrant children (Yuan et al., 2024).

Research concepts can be formulated from the literature review and related research process design. The researcher established a conceptual framework for the research in order to find the current situation and problems of migrant children's education in Henan province of China – A empirical analysis from the perspective of home-school-community. The conceptual research framework is shown in Figure below.

Research Objectives

1. To study the current situation of migrant children's education from the perspective of a home school community in Henan province of China.
2. To investigate the factors influencing the education of migrant children in Henan province of China.
3. To propose the strategic guidelines for educational management of migrant children's education from the perspective of the home community in Henan province of China.

METHODS

This study mainly implemented quantitative research methods through questionnaire surveys, designed and distributed structured questionnaires, and collected a large amount of data to quantitatively analyze these influencing factors.

The specific steps of quantitative research methods in this study include designing questionnaires, selecting samples, data collection, and data analysis. Firstly, this study designed a questionnaire covering multiple dimensions of family, school, and community, including parents' level of educational participation, school resource allocation, community support, and other aspects. Next, use random sampling to select a suitable sample population to ensure the representativeness and validity of the data. The distribution of questionnaires can be done online or offline to ensure high response rates and data quality. Finally, this study used statistical analysis software to analyze the collected data, revealing the main factors affecting the education of migrant children and evaluating the relative importance of these factors. This method can provide empirical support for policy makers and educators to develop targeted intervention measures to improve the educational status of migrant children.

Population and Sample

This study surveyed 850 children from 6 junior high schools in Henan Province. The survey includes 4 public schools and 2 private schools out of 6 schools were listed in Table 1-1 and Table 1-2, respectively.

Random sampling is a sampling method that ensures that every research subject has an equal opportunity to be selected. This study used a random sampling method to select mobile students from the target school for research. This method helps to obtain representative data, ensuring that research results can be widely applicable to the entire target population.

Research Instruments

Quantitative research — Survey questionnaire

This questionnaire aims to gain a deeper understanding of the key factors affecting the educational performance of migrant children by evaluating four aspects of factors: family, school, society, and individuals. The questionnaire design is divided into four parts, including family factors, school factors, social factors, and personal factors. Each part contains several questions that students need to answer on a five point Likert scale based on their actual situation. These issues cover aspects such as the level of emphasis placed on family education, the quality and support of school teaching, the resources and acceptance of the community, as well as students' personal interest and confidence in learning. The aim is to comprehensively understand the various influencing factors of migrant children in the education process and provide data support for subsequent research.

Data Collection and Analysis

Data collection management is a crucial step in ensuring the accuracy, reliability, and completeness of research data. In this study, data collection involves quantitative data types. Quantitative data was obtained through a questionnaire survey method. This study designed a structured questionnaire and distributed it to mobile students in both electronic and paper formats. To ensure the accuracy of the data, the questionnaire filling process is strictly supervised, and all questionnaires undergo double-checking and coding after collection to avoid input errors.

The quantitative analysis strategy mainly uses descriptive statistics and regression analysis to process and interpret questionnaire survey data. Descriptive statistics outline the basic characteristics of migrant children and help the study understand the overall distribution of the sample. Regression analysis explores the impact of family, school, and community factors on the academic performance of migrant children, identifying key factors that affect academic achievement.

RESEARCH RESULTS

Survey on the education of children of migrant workers in Zhengzhou

The purpose of the investigation

The purpose of the survey is to comprehensively understand the current situation of the education of migrant children in Zhengzhou, to understand the real situation of the education of migrant children in Zhengzhou in an all-round way, to accurately find out the root cause of the problem, and to put forward specific and actionable solutions, so as to promote the attention and support of the whole society for the children of migrant workers, and finally realize the

improvement of the education level of migrant children in Zhengzhou, reduce the differentiation of educational resources, and promote the stable development of society.

Investigation Methods and Tools

Questionnaires

This paper uses the Questionnaire on the Education of Migrant Children as a measurement method, and conducts preliminary research from the following three aspects.

1. Basic information about the children of migrant workers, including: gender, grade, household registration, whether they are only children, whether they are class committee members, etc.
2. The family status of migrant children: mainly including the parents' own education level, occupation, parents' attention to their children's learning and life, as well as the contact between parents and school teachers.
3. The schooling situation and self-perception of migrant children: the peer relationship between teachers and students, satisfaction with the class and campus, and the difficulty of self-perception of integrating into the local area.

Survey subjects

Among the children of migrant workers, middle school students' ability to express and understand is relatively stronger, and they are also more affected and impacted by population movement, so middle school was chosen as the research area. In order to ensure the validity of the study and the authenticity of the sample data, this study selected 6 middle schools in Zhengzhou as the target, conducted a questionnaire survey on the children of migrant workers in 6 schools, distributed a total of 850 questionnaires, eliminated 44 invalid and unqualified questionnaires, and collected a total of 806 valid questionnaires, with an effective recovery rate of 95.82%.

Analysis of the reliability and validity of the questionnaire

In order to have good reliability and validity of the results, the authors performed reliability and validity analysis of the formal questionnaire. At present, the most commonly used test of questionnaire reliability coefficient is Cronbach's alpha coefficient, and this study used Cronbach's alpha coefficient (also known as Cronbach α) to check the degree of agreement of the survey variables on each measurement item. Hair et al. (2009) and DeVellis (1991) argue that for a variable to have good reliability, Cronbach's alpha coefficient must be greater than 0.7. In order to test the validity and accuracy of the study results, factor analysis was used to analyze the validity of each study variable. In the information condensation study using factor analysis, the study data was first analyzed for suitability for factor analysis, so the formal scale

of this study was tested by KMO and Bartlett. In his book, Wu Minglong (2010) proposed that the standard for factor analysis should be that the Kaiser-Meyer-Olkin value (abbreviated as KMO) is greater than or equal to 0.6. The results of reliability and validity analysis are shown in Tables 1 and 2.

Table 1 Reliability Test

Clonbach Alpha	Number of items
0.938	19

Table 2 Validity Test

KMO value	0.953	
Bartlett Sphericity test	Approximate chi-square	12736.274
	df	435
	p-value	0.000

Tables 1 show that the alpha is 0.938, and the KMO value is 0.953. Therefore, this study questionnaire has high stability and reliability and can be used for further analysis.

Analysis of the results of the investigation

Survey and analysis of migrant children to analyze the education status of migrant children more clearly, the study will investigate their situation in four dimensions: their basic situation, their family status, their school situation, and their self-perception.

The basic information of the children of migrant workers

The survey focused on the basic information of migrant children's gender, grade, whether they are only children, and whether they are class committee members.

Table 3 Basic Statistics of Survey Respondents

Basic Information		Quantity	Percentage
Gender	Man	464	57.57%
	Woman	342	42.43%
Grade	The First Year Of Junior High School	132	16.38%
	The Second Year Of Junior High School	346	42.93%
	The Third Year Of Junior High School	328	40.70%
Whether Or Not You Are An Only Child	Yes	231	28.66%
	No	575	71.34%
Whether Or Not Class Cadres	Yes	195	24.19%
	No	611	5.81%

As shown in Table 3, from the perspective of gender, 57.57% of the children of migrant workers participated in the survey, and 42.43% of them were women. Overall, the proportion of males is significantly higher than that of females, which shows that the current phenomenon of preference for sons over females still exists in some regions, and there is an imbalance in the gender ratio of children of migrant workers.

The family status of the migrant children

The survey mainly includes the following aspects: The overall situation of the families of migrant children is mainly examined from the aspects of parents' own education, occupation, parents' attention to their children's learning and life, and the contact between parents and school teachers.

Table 4 Statistics on The Education Level of Parents of Migrant Children

Education	Father (person)	Father's percentage	Mother (person)	Proportion of mothers
Junior high school and below	160	19.87%	118	14.64%
Graduated from junior high school	208	25.80%	212	26.30%
High school graduate	160	19.85%	208	
College Graduate	150	18.61%	166	20.60%
Bachelor's degree or above	90	11.16%	64	7.94%
Unknown	38	4.71%	38	4.72%

As shown in Table 4 in the process of statistics on the education level of parents of migrant children, it is found that in terms of paternal education level, the proportion of parents with junior high school education level or below is the highest, which is 19.87%; followed by junior high school graduates, accounting for 25.80%; 19.85% graduated from high school; 18.61% graduated from junior college; The proportion of bachelor's degree or above is relatively small, only 11.16%; Unknown accounted for 4.71%. This distribution shows that the overall education level of fathers is low, especially at the higher education level, and the proportion is relatively small. The main reason is that many migrant workers are mainly from rural areas, and their education level is relatively low.

Table 5 Occupations of Parents of Migrant Children

Occupation	Father (Number)	Percentage of Fathers	Mothers (Number)	Percentage of Mothers
Farmer	28	3.47%	40	4.96%
Worker	326	40.45%	226	28.04%
Doing business as an individual	100	12.41%	102	12.65%
Doing business as an individual	100	12.41%	102	12.65%
White collar	112	13.9%	86	10.67%
Other occupations	16	1.99%	46	5.71%
Unemployed	36	4.47%	138	17.12%

As can be seen from Table 5, the occupations of the parents of migrant children are: farmers, workers, self-employed traders, white-collar workers, and other occupations. The results of the father survey showed that 40.45% of the migrant workers were laborers, with a total of 326 people; The second type of industry is dominated by free trade, with a total of 100 cases, accounting for 12.41%; followed by white-collar workers, with 112 people, accounting for 13.90%; In contrast, the proportion of farmers among migrant workers is 3.47%, with only 28 people; In addition, 1.99% of students chose other industries, while 4.47% of their fathers did not have a job. In addition, 23.33% of the children were unclear about their father's work.

Table 6 Migrant Children's Reading At Home And Outside Of Class

Read the situation	Frequency	Number	Percentage of the number of people surveyed
Whether you read extracurricular books regularly	Often	580	71.9%
	Sometimes	210	26%
	Occasionally	16	2.1%
Do you regularly read the book?	Often	162	20.1%
	Sometimes	123	15.3%
	Occasionally or never	521	64.6%
Types of books read	Novels/comics are dominant	370	44.18%
	Tutorial materials are the mainstay	294	32.96%
	Prose/poetry	89	11.1%
	Popular science/other	53	11.76%

Table 6 In order to understand the extracurricular reading situation of migrant children, three main questions are set: whether they often read extracurricular books; Whether you have read an extracurricular book and the type of extracurricular book you read. From this, we can see that the number of people who regularly read extracurricular books is 580, accounting for 71.9% of the total. However, only 162 people, or 20.1%, regularly read the whole book. Although there are different types of books to read, most of them are novels, comics, and supplementary materials. We can see that most of the children of migrant workers like to read extracurricular books, and they believe that extracurricular reading can improve their academic performance and expand their knowledge, but the types of extracurricular books are not wide enough, mainly focusing on novels and teaching materials, which may also be because schools and parents attach great importance to children's academic performance, so they buy a large number of learning aids.

In order to show more clearly whether migrant workers care about their children's learning, the study divided parents' concern for their children's learning and education into five levels, namely, very concerned, relatively concerned, general, not very concerned, and never concerned, and the children of the surveyed migrant workers were evaluated and scored by themselves, and the final summary of the survey results is shown in Table 7 below.

Table 7 Whether Parents of Migrant Children Care About Their Children's Learning

Whether it cares or not	Very caring	More concerned	Just so o	Not too concerned	Never cared
Percentage	51.38%	33.13%	9.65%	3.82%	1.99%

Through the data in Table 7, we can see that 51.38% are very concerned about their children's education, and 33.13% are more concerned, that is to say, the total proportion of those who are more concerned about their children's learning and very concerned about their children's learning has reached 84.51%, which shows that the vast majority of migrant workers are more concerned about their children's education, which is directly related to the current development of education. They generally show concern for their children's education.

In addition to learning, this study is divided into four levels: frequent, sometimes, occasional, and never, according to the frequency of communication between migrant workers and their children in terms of personal safety, behavioral habits, peer relationships, moral character, and psychological status, and the final summarized data are shown in Table 4-11.

Table 8 Frequency of Communication Between Parents and Children of Migrant Children

Communication	Often	Sometimes	Occasionally	Never
Personal safety	54.58%	30.7%	10%	4.72%
Behavioral habits	15.5%	43.3%	30.62%	10.58%
Peer relationships	13.9%	24.14%	33.6%	28.36%
Moral character	18.5%	14.54%	56.7%	10.26%
Psychological condition	10.7%	24.8%	34.1%	30.4%

According to the above survey data, half of the migrant workers often communicate and exchange with their children about personal safety, which shows that most parents still attach great importance to their children's safety education. 30.62% of the migrant children said that their parents only occasionally communicate with them about their daily behaviors, such as civility and politeness, hygiene, and no swearing, etc., and even 10.58% of the parents never pay attention to or guide their children's behavior and habits. Junior high school students are in a period of rapid mental and physical development, and sometimes, their psychological development cannot keep up with the speed of physical development. And their emotions are easy to be impulsive and cause peer relationship conflicts, but 28.36% of the children said that their parents have never paid attention to and guided them on how to get along with their peers. 56.7% of the children of migrant workers said that their parents rarely taught them moral character. In terms of mental health, 30.4% of the children said that their parents had never communicated with them about their mental health problems. From the above data, it can be seen that in addition to personal safety, migrant workers do not pay much attention to and guide their children in other aspects. Of course, this may be affected by a variety of factors. First of all, parents themselves are not high in personal quality, they may not be aware of the impact of these bad habits, or do not know what kind of education method to use to communicate with their children.

Table 9 Degree of Ties Between Parents of Migrant Children and the School

Degree of connection	Always in touch	The proportion is large	A few times but not much	Never contacted	Unknown
Percentage	6.95%	23.23%	59.80%	5.20%	4.72%

Table 9 shows that more than half of the parents of migrant children interviewed only occasionally contacted their school teachers. Among the survey respondents, 59.80% of the students said that their parents had less contact with the school. 94 students felt that their

parents had more contact with the school; A total of 28 students said that they had frequent contact with their parents, accounting for 6.95%; 21 children said their parents had never been in contact with their school; Another 19 did not complete the questionnaire. It also shows that parents of migrant children have relatively little contact with the school, and do not have a real understanding of the student's life at school, the learning situation, the relationship with teachers, and the relationship with peers.

The schooling situation of the children of migrant workers

Table 10 Average Grades Of Migrant Children In Each Subject

Grade Point Average	Outstanding	Good	Pass	Fail
Percentage	23.16%	26.70%	30.05%	20.09%

In this study, the academic performance of migrant children was divided into four grades: fail, pass, good, and excellent, and the surveyed migrant children filled in according to their actual situation. As can be seen from Table 10, the proportion of students who failed was 20.09%, the proportion of passing was 30.05%, the proportion of good was 26.70%, and the proportion of excellent was 23.16%. This data reflects a large disparity in the academic performance of migrant children. On the whole, the proportion of each grade is relatively balanced, but the sum of excellent and good accounts is 49.86%, which is less than half, and more than half of the children of migrant workers do not achieve good average academic performance, and 20.9% of migrant children do not achieve good academic performance, indicating that the overall performance is poor. Performance is influenced by various factors, including the learning environment, family support, motivation to learn, etc. For the children of migrant workers, due to the relatively low economic status of the family, the relative lack of educational resources, and the impact and influence of other factors such as school transfer, these factors may have a specific adverse impact on their academic performance. Still, the most important is determined by the factors of the migrant children themselves.

DISCUSSION

The research results can be discussed and summarized in crucial issues according to the objectives and research process as follows:

First, the family level

1. Improve their own educational capacity

As the first person responsible for children's education, migrant workers' educational ability directly affects their children's academic performance and all-round development.

Second, migrant workers should take their children to libraries, cultural centers and other places to increase their knowledge.

Third, migrant workers should strengthen exchanges with local urban residents, accumulate some social resources locally, and lay a solid foundation for migrant families to integrate into local life as soon as possible.

2. Actively integrate and participate in the education of children

The healthy growth of an individual requires the support of the family. From the perspective of home-school-community collaborative education, the active participation of migrant parents' parents is particularly important to their children's education.

Second, at the school level

1. Formulate targeted education programs

In order to more effectively coordinate education, schools should start from understanding the basic information of migrant children, and formulate targeted education programs and transfer adaptation programs.

- a. Schools shall first establish an information collection mechanism for the children of migrant workers.
- b. Schools should formulate targeted education programs, deeply understand the special situation of migrant children, and adopt a series of targeted measures to better meet their educational needs.
- c. C. Schools can also provide special cultural adaptation training to help migrant children better integrate into the new learning environment.

2. Deepen the depth of home-school co-education and family guidance

To make up for this shortcoming, actively integrate migrant workers into the home-school-community system, and better educate the children of migrant workers, schools should give full play to their advantages and strengths and assume the responsibility of educating and guiding migrant workers and the following measures may be taken:

- a. Organize parent training regularly. Schools should provide graded guidance to students according to different situations and formulate corresponding training content.
- b. Set up a parent lecture hall. Parents, as the main leaders and organizers of the activity itself, can first register voluntarily and then test the relevant knowledge of the parents who want to participate in the education so that the person in charge of the parent class has the professional knowledge, organizational skills, and sufficient energy.

Third, the social dimension

1. Optimize the points-based enrollment index system

In view of the current situation of educational resources in Zhengzhou, it is impossible to achieve the reality that all the children of migrant workers are enrolled in a balanced school. Zhengzhou City takes the "point system" as the "screening" object, and it has become inevitable to "screen" it. However, the core problem is whether the premise set is scientific and whether it can ensure fairness to the greatest extent.

2. Strengthen support and management of private schools

At present, Zhengzhou's private schools can fully guarantee the education of most migrant children, but on the whole, their education standards are different, and there are serious differences between urban and rural areas, which seriously restricts Zhengzhou's goal of "educational equality".

- a. Increase financial support for private schools
- b. Strengthen the promotion and supervision of collective schooling
- c. Strengthen the standardized management of private schools

Fourth, the home-school-community collaborative education

1. Innovate the collaborative co-education system with schools as the main body. In China, the school-based home-school co-construction system is a school-centered educational cooperation system that organizes and implements cooperative education plans according to the school's education plan.

2. Establish and improve the coordination and communication mechanism between home, school, and society. A stable and systematic communication mechanism is an important way to promote the inclusive development of home-school cooperation.

Zhengzhou, as a city with a high proportion of migrant population, is facing the major problem of how to provide more equitable and high-quality education for the children of these migrant workers. As the migrant population increases, so does the number of their children, directly increasing the demand for public education resources. These migrant children often face difficulties in receiving education, such as the shortage of places, language and cultural differences, and family economic constraints, which need to be addressed urgently.

CONCLUSION

To better understand and solve these problems, this study adopted the perspective of home-school-community cooperation and conducted a detailed investigation and analysis of the education status of migrant children in Zhengzhou. Through the distribution of

questionnaires, in-depth exchanges were conducted with parents, students, teachers and relevant community workers, and a large amount of first-hand data was collected. After analyzing these data, it is found that the education problems of migrant children are mainly concentrated in the following aspects:

1. **Insufficient family education support.** Many migrant families find it difficult to have enough time and ability to provide appropriate family education support to their children because both parents need to work.
2. **Shortage of school resources:** Due to the large number of migrant children, public school places are often in short supply, and the high tuition fees of private schools discourage many families.
3. **The effect of home-school interaction is not ideal:** communication between parents and the school is not frequent, and sometimes, because of busy work or mutual incomprehension, it is only superficial.
4. **Difficulties in social integration.** Children of migrant workers are often unable to fully integrate into the local community due to differences in cultural adaptation, mental health, and social activities.
5. **Improving family education capacity.** Provide free or low-cost parent education workshops through community centers to enhance the childcare knowledge and skills of migrant workers.
6. **Optimize the allocation of school education resources.** The government should increase investment in public schools, expand school facilities, and standardize the fees of private schools to ensure that every child can receive a fair educational opportunity.
7. **Strengthen home-school communication and interaction:** Schools should hold regular parent-teacher meetings and open days to invite parents to enter the school and participate in their children's learning and campus life so as to reduce cultural and information barriers
8. **Improving social integration mechanisms.** The government and social organizations should provide more programs to support the integration of migrant children, such as language courses, mental health counseling, and community cultural activities, to help them better adapt to the new environment and build self-confidence and social networks.
9. **Establish a sound home-school-community collaborative co-education mechanism.** Innovate the school-based collaborative co-education system, which is not only limited to the traditional education model but also includes the integrated use of community education resources, such as community libraries and cultural centers, which can become an extended place for learning.

- 10. Optimize the points-based admission system.** The government needs to improve the existing points-based admission policy to make it fairer and more transparent and take into account the special circumstances of migrant families. For example, more degree opportunities could be offered to the children of migrant workers who have been working locally for a long time.
- 11. Strengthen supervision and support for private schools.** The government should strictly monitor the fees and quality of education in private schools to ensure that the educational services they provide match the fees they charge, and that all students are treated fairly, regardless of their family background

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