

# Research on Social Factors of Psychological Problems of Left-behind Children in China and the Corresponding Suggestions for Intervention

Yutong Chen

Email Address: 15042450366@163.com

## Abstract:

the psychological problems of left-behind children in China have developed into a socially concerned issue. This essay starts by presenting the historical formation of the left-behind children in rural areas, and then analyzes the social factors that contribute to these psychological issues through a comparative analysis of the questionnaire survey results on the mental health of left-behind children and the mental health of national youth. These factors are classified into external and internal factors for in-depth discussion. Last but not the least, intervention suggestions are put forward towards this situation.

**Keywords:** Left-behind Children in Rural China, Psychological well-being

## 1. Introduction

On March 10, 2024, a left-behind child surnamed Wang, a junior high school student in Handan, Hebei Province, China, under the age of 14, was led by three of his classmates who were also left-behind children to an abandoned vegetable garden. After transferring all 191 yuan of pocket money to their account, he was killed and buried in a 1.5-meter-long pit. Fanqing Zang, the lawyer of the victim's family, claimed on his Weibo that he "had been bullied by his three classmates for a long time". The three suspects were all arrested on March 11<sup>th</sup> and detained on the 15<sup>th</sup>. Later, on March 18<sup>th</sup>, the police responded that the suspects were premeditated. Subsequently, in April 2024, after being reviewed by the Supreme People's Court, the criminal suspect Zhang and other three junior high school students were approved for prosecution in accordance with the law, and the procuratorial organ confirmed that the three criminal suspects, committing the crime at the age of 12 to 14, intentionally resulted in the victim's death, and the circumstances were egregious, so they should be investigated and bear criminal responsibility. The victim, Wang, who was in seventh grade in middle school, usually lived in school and could only go home on weekends. Meanwhile, his parents were divorced, his father worked outside all year round, and only his grandparents accompanied him at home. After the young boy, who was "stable, honest, introverted but sensible and loved his family" in the eyes of his family members and the village, was brutally murdered, it immediately exerted profound influences on the whole society, and at

the same time, many problems with respect to the mental health and healthy growth of rural left-behind children also surfaced and became though-provoking. The mental health of teenagers in rural areas is crucial for their growth and social development. In this respect, solving the mental health problems of rural teenagers requires the joint efforts of the whole society, and the support as well as cooperation of the government, schools, families, and all aspects of society. In recent years, China's economy and psychological knowledge have developed rapidly, and the comprehensive improvement of people's living standards has increased the popularity of psychological education accordingly. China's psychological education is mainly fully permeated through community science popularization, social care, and school courses. Since the modernization, reform, and opening up in China, the young and middle-aged rich labor force in rural areas has flowed to the urban areas in large numbers. Due to China's urban-rural dual system, household registration restrictions, and other related issues, migrant workers engaged in higher-intensity labor almost have no time to take care of their children. The offspring they left behind are the vast number of left-behind children. The lack or shortage of parental company in childhood, underdevelopment of the economy, excessive burden of school education, and the lack of strength in intergenerational education knowledge all lead to the widespread neglect of the psychological problems of left-behind children, resulting in many psychological barriers and sub-health problems of children, which give rise to many non-pro-social behaviors. [1] This consequence not only lays a number of

potential risks and threats for social development, but also causes many neglected negative impacts on the lives of current children. In view of this, this article analyzes the questionnaire survey results on the current situation of the psychological problems of left-behind children based on the reasons for the emergence of this group of left-behind children caused by the uneven historical development of the regional economy in China, compares the results with the data of psychological problems of national youth, and then explores the social factors that form this situation, mainly on how external and internal factors affect the emergence of psychological problems of rural left-behind children, and finally returns to future proposed solutions and intervention suggestions.

## 2. The Formation History of the Left-behind Children Group in China

### (a) The Formation History of the Left-behind Children Group in China

Since the reform and opening up, China has made a multitude of significant economic decisions to adapt to market development, such as offering preferential policies to the coastal areas in line with the trend of coastal development, which has greatly promoted the process of urbanization and changed the pattern of urbanization development, making the level and speed of urbanization in the southeast coastal areas significantly higher than those in the central and western regions. [2] In accordance with the statistical data on per capita national income in various regions provided by the National Bureau of Statistics, the highest difference in per capita national income in various regions during the "First Five-Year Plan" period is 6.5 times, and the absolute difference is 501 yuan. [3] As a result, the vast number of young rural people aged 18-60, who are rich in labor, have transferred to developed cities in search of a large number of job opportunities and the choices to earn higher incomes. They constitute a Chinese contemporary social group and class - the group or class of migrant workers. According to a seminar on China's population issues recently held by the All-China Women's Federation and the China Association Family Studies, a majority of Chinese farmers have left the countryside and working or running small businesses in cities throughout the year, resulting in more than 20 million children staying at home. Among them, those under 14 years old account for 86.5%. Calculated based on 360 million children nationwide, one in every 18 children cannot live together with their parents. Rural left-behind children refer to children under 14 years old whose parents or one of them has moved to the city or other areas, the children remain in the place of household registration, and thus cannot live

together with both parents. [4] The left-behind rate (i.e., the percentage of left-behind children among all children) is negatively correlated with local economic development. That is, the stronger the local economy, the lower the left-behind rate, while the weaker the local economy, the higher the left-behind rate.

The implementation of the Outline of China's Children Development (2001-2010) by the State Council shows that in 2005, there were about 150 million floating population in China, 20 million children under the age of 18 who moved with their parents, and another 20 million left-behind in the countryside. This number accounts for about 18% of the total number of rural children in the whole country. In labor-exporting provinces such as Sichuan, Anhui, Jiangxi, and Hunan, the proportion of left-behind children in the local total number of children reaches about 20%. With the increase in the number of rural surplus labor transferring to cities in China, the figure for rural left-behind children will also present a growing trend.

### (b) The Current Situation of Psychological Problems of Left-behind Children in China

In this paragraph, comparison centers on the statistical data based on the survey of Sojump and the statistical survey results of the mental health data of minors across the country in the "China Youth Development Report" jointly released by the China Youth Research Center and the International Liaison Department of the Central Committee of the Communist Youth League.

My mother is an ophthalmologist. During her medical assistance to Changhai County, Dalian, Liaoning Province in China around 2020, she was entrusted by me to send a wechat questionnaire to the local village head, who then delivered the questionnaire to some of the local adult left-behind children registered through wechat for free questionnaire survey. Changhai County is a county-level city, with a total GDP of 10.86 billion yuan in 2023, ranking 1450 out of 1,698 counties and cities in the country, and belonging to 592 poor counties in China. This essay used the method of online questionnaire survey to issue 400 questionnaires to the adult left-behind children, and received 389 valid questionnaires; a small number of the respondents were adult non-left-behind children. The survey results show that about 59.58% of the left-behind children have experienced one or more psychological problems. Among them, 41.39% of those who have experienced psychological problems also suffered from depression, 59.13% have struggled with anxiety, 38.82% had low self-esteem, 41.9% have experienced stress and emotions, 40.36% were plagued with sleep problems, 27.51% witnessed phobias, while 0.77% have experienced other psychological problems. By contrast, 40.87% have

no above problems.

**Table 1: Investigation on Psychological Status of Adult Left-behind Children**

No.	Questions	Choices	Subtotal
1	What is your current occupation? (Single Choice)	A Civil Servant	29
		B Employees in Enterprises	51
		C Freelancer	88
		D Peasant	23
		E Student	85
		F Unemployed	78
		G Others	35
2	Have you experienced or are still experiencing any of the following psychological issues during your childhood? (Multiple options available)	A Depression	161
		B Anxiety	230
		C Self-abasement	151
		D Pressure	163
		E Sleep Disorder	157
		F Scare	107
		G Others (please specify)	3
		H None	159
3	What do you think are the main causes of these psychological issues? (Multiple options available)	A Work Stress	161
		B Family Problem	113
		C Poverty	135
		D Social relationship	151
		E Education Stress	130
		F Health Problem	208
		G Others (please specify)	27
4	Have you ever sought psychological help?	A Yes	115
		B No	274
5	If you have sought or are seeking psychological help, please briefly explain the reasons or experience. (Volunteer to fill in the blanks)	“Feeling uncomfortable so I went to a psychological counselor”; “Being introverted, seeking help in the exploration to understand the society”; “Found a university teacher majoring in psychology, took irregular psychological counseling and stress relief training, contacted and ate medicine for a short period of time every day, but stopped because of side effects”.	
6	What do you think is the biggest barrier in seeking psychological help? (Multiple options available)	A Cultural Prejudice and Discrimination	159
		B Lack of Financial Support	169
		C Lack of Psychological Counseling Resources	92
		D Distrust of psychotherapy	226
		E Relatively Weak Personal Will	161
		F Others (please specify)	21

7	What measures do you think society should take to help people better cope with psychological problems? (Volunteer to fill in the blanks)	“Call for more care about people around”, “Pay attention to the mental health of employees, set up psychological counseling departments and focus more on the needs of employees, instead of hollow gestures”	“Universal death education”, “Increase psychosocial resources”, “Subsidies”, “Material satisfaction being a prerequisite”, “Free funding for those in need.”
---	------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------

In addition, according to the “2022 Survey Report on the Mental Health of Teenagers” in the thematic report of the third mental health blue book released jointly by the Institute of Psychology of the Chinese Academy of Sciences and the Social Sciences Academic Press, the overall mental health level of teenagers with western or rural household registration is lower. From a regional perspective, the scores of depression, loneliness, and mobile phone addiction of teenagers in the western region are slightly higher than those of teenagers in the eastern and central regions. In terms of the place of household registration, the scores of depression, loneliness, and mobile phone addiction of rural household registration teenagers are slightly higher than those of urban household registration teenagers.

At present, the mental health of all teenagers in China is not that optimistic. The “Report on the Development of Chinese Youth” jointly released by the China Youth Research Center and the International Liaison Department of the Central Committee of the Communist Youth League indicates that about 30 million children and teenagers under the age of 17 in China are troubled by various emotional disorders and behavioral problems. The common extroverted disorders of teenagers include hyperactivity and attention deficit disorder, oppositional defiant disorder, and conduct disorder, while the common introverted disorders include anxiety disorder and depression. The results of the Network Questionnaire Survey on Adolescent Health Behaviors conducted by the Research Center for Values and Health Education, University of Chinese Academy of Social Sciences in 10 provinces and cities across the country in 2020 point out that the detection rates of feeling depressed or fearful among junior high school and above students are 34.11% and 27.91% respectively, while the detection rates of feeling depressed or painful among high school and above students are 31.03%. Recently, the Institute of Psychology of the Chinese Academy of Sciences released a mental health blue book, stating that after surveying more than 30,000 primary and secondary school students aged 10 to 16, it was found that about 14.8% of teenagers have varying degrees of depression risk, of which 4.0% of teenagers belong to the group with severe depression risk. [5]

It is witnessed that at present, the various ratios of mental

problems of rural left-behind children are higher than the national ratio of adolescent psychological problems. The main differences between the two groups are living environment, wealth gap, parental companionship, education level difference, entertainment factors and social environment as well as attitude. Therefore, this essay will analyze the differences from the above points.

### 3. Factors Contributing to the Psychological Problems of the Left-behind Children in China

#### 3.1 External Factors

##### (a) Policy Factor

The severe traditional household registration system in China has formed a dual pattern of household registration between the city and the countryside. The biggest drawback of the traditional household registration system is discrimination. XizhePeng, Deyu Zhao, and Xiuzhi Guo once stated in the Fudan Journal in 2009 that during the planned economy era and the past 30 years of reform and opening up, the household registration system has made historical contributions at the cost of restricting the freedom of migration of citizens and the lack of social fairness. The issue of free population movement also means the freedom of choice of citizens. Freedom of migration is a political right, which is related to other rights, and thus is an inclusive and comprehensive right. Although freedom of migration has never been prohibited by the Chinese Constitution and laws as a right, the household registration system directly restricts the freedom of migration and the right to residence of the floating population. The household registration system also implies profound, inherent status discrimination and inequality. In China, the household registration system is closely related to the distribution of resources such as education, medical care, and housing, as well as social development. To a certain extent, it hinders the normal enjoyment of social welfare such as a normal life, access to corresponding education, and medical services by left-behind children who move with their parents to the place where they work. Although the Chinese government intends to break the flaws of the household registration system, such as new policies that

allow children to take the college entrance examination in a different place and that enable migrant workers to rent low-rent housing, children who move with their parents still need to go through complicated procedures to go to school and study. Moreover, there are still non-policy-based discriminations in enrolling in public schools, such as asking for help from others, using connections to get into school, and demanding bribes, which create substantial layers of obstacles for students with non-local household registration. [6]

### (b) Economic Factor

Social class is a concept in sociology, which is generally defined as a group of individuals who enjoy similar socio-economic status based on income, wealth, education, and occupation. One way to define poverty is to consider the basic necessities of life, such as food, shelter, and clothing; therefore, people without these necessities are named as the impoverished. This is called absolute poverty. However, relative poverty considers a person's relative economic status in a society. A family's economic status has a significant and highly correlated impact on a child's physical and mental health and the development of interpersonal relationships. Therefore, allow family social status exposes children to higher levels of bullying, violation, and peer aggression [7][8]. Poverty in the family shows an intergenerational transmission effect, making it difficult for children from poor families to achieve upward social mobility. In the meantime, it is true that rural workers who go out to cities for work will gain more income than those who continue to work in rural areas, which may encourage them to return to their hometown to accompany their children and ease the economic pressure on their families, but the effect of these influencing factors is quite limited.

### (c) Educational Factor

Rural teachers are scarce, and left-behind children have difficulty receiving a good education. The quality of the teaching staff is relatively low, and the tasks they face are onerous and intense, resulting in a relatively low ratio of care per student. This leads to a shallow understanding and prejudiced attribution of the problems of left-behind children, such as poor grades and discipline, and subsequently generates stereotypes and educational discrimination, which reduces teaching efficiency. In addition, both supporting teachers and local teachers often focus too much on the academic education of students itself, and have no time to take care of and often ignore the psychological problems of children. Left-behind children also lack psychological assistance and mental health education courses, making it difficult to fully meet the overall physical and mental needs of left-behind children.

### (d) Recreational Factor

At present, the infrastructure construction in China is in a very good condition, and after the implementation of various major policies, it shows a thriving development trend. However, the development of spiritual and recreational facilities is relatively lagging behind. [9] In rural areas, there is a lack of libraries, children's palaces, stadiums, swimming pools, and other recreational places that are beneficial to physical and mental health, resulting in the proliferation of relatively "cost-effective" and readily available electronic products. The doting of grandparents also leads to their degradation.

## 3.2 Internal Factors

### (a) Social Discrimination

Left-behind children often face the stigmatization and insult of social stereotypes. Research on discrimination finds that it does not actually refer to the generation of negative consequences. The rejection-identification model proposed by Branscombe and others believes that it will not only directly reduce the mental health level of individuals, but also indirectly have a positive effect on the object by increasing the intra-group identity of individuals and alleviating the negative impact of perceived discrimination on the mental health of individuals. Perceived discrimination refers to the individual's perception that he or she is treated differently or unfairly due to his or her membership in a group (such as race, household registration status, etc.). It is a kind of subjective experience relative to objective discrimination. [10] Perceived discrimination usually makes individuals feel that they are in an unfair situation, and individuals with lower social status are excluded from the mainstream and feel the pressure from the social environment, [11] thus putting the individual in a stress state and having a negative impact on the individual's own mental health development. Individuals who are often discriminated against often internalize the perceived revelation evaluation into their self-values. Discriminatory behavior is generally driven by discriminatory ideas. The concept discrimination against left-behind children mainly includes the family, economic status, and group labels of left-behind children, such as assuming that children whose parents are not around will lack family upbringing, and naturally assuming that left-behind children have behavioral problems; assuming that the parents of left-behind children go out to work because of family poverty, thus resulting in discrimination. [12]

### (b) Alienated or Tense Parent-child Relationship

Based on the investigation and research of Mr. Yi Gao in Ningling County, Shangqiu City, Henan Province in November 2022, the guardians of rural left-behind children are mainly grandparents or grandmothers, accounting for about 96%; left-behind children have less communication

with parents or guardians, and only 10% of left-behind children who want to confide their intimate words to parents or guardians. Most of the left-behind children, due to the long-term separation from their parents, have formed a sensitive, suspicious, and selfish personality, and have weak interpersonal skills. At the same time, the survey found that due to the lack of good family upbringing methods, the isolation of the parent-child relationship, and the doting of grandparents, the left-behind children have poor self-management skills in daily life, are extremely disgusted with restricting internet access, and often have conflicts with guardians over the internet, even resulting in violence and destruction. The long-term separation violates the nature of children to look for the company and care of their parents. They project their dependence on their parents onto grandparents, parents' friends, friends, or themselves. Children who have lost their parents' delicate care and learned helplessness often develop a solitary personality. They lock themselves in their hearts, miss their parents who have been away from them for a long time too much, are puzzled, disappointed, and even turn grief into hatred, resulting in distorted psychology such as hating their parents, being perverse in temperament, and having a strong sense of revenge. And the children brought up by grandparents, due to the insufficient education level of grandparents, the psychological belief that they owe the children and doting on the children, and the difficulty of intergenerational communication with the children, result in the children being only fed and given material satisfaction, while the spiritual resources such as moral upbringing and psychological healing are often neglected.

### (c) Bullying Problem

Although there are concerns as to whether it was murder, the non-denial of this vicious incident contains serious bullying issues. The characteristics of the current school bullying phenomenon are as follows: younger age, long duration, strong concealment, and diverse bullying methods. Bullying phenomena are generally divided into real-life bullying and cyberbullying. This is the best example of real-life bullying, and because the left-behind children in poor areas use mobile phones for an average of longer, and there are all kinds of people on the Internet, due to concealment and anonymity, malicious people will more likely direct their malice towards the left-behind children, and children are more likely to be affected by negative online information. The psychological tendency of left-behind children in rural areas is mainly divided into two aspects. One is the lack of security, inferiority and timidity, which is easy to suffer from bullying; the other one is being grumpy, empty and arrogant, which is prone to become the perpetrator of campus bullying and show

two extreme developments. Not surprisingly, left-behind children who lack a sense of security because their parents are not around normally would present some external performances, like they have no personal thoughts and are not confident, so such kind of children are prone to become the objects of campus bullying. What was worse, even if they encounter campus bullying, they are not willing to admit it, and always crave a pure land in the way of compromise, but they fail to realize that this cowardly compromise will merely increase the bully's arrogance only, making the other side's bullying behaviors more severe, and often lead to a lifetime of bitter consequences finally. Unfortunately, the perpetrators of school bullying are often also left-behind children who are unaccompanied by their parents and go through generally simple and even authoritarian in ways of education. At present, many parents provide no spiritual communication in daily education, and focus on children's academic score only. If the child failed to meet their high expectations, he or she will experience scolding and anger from the parents. It is no wonder that children in this terrible relationship have no way to release such pressure, so resentment and fear will often be released to the weaker groups, to achieve a sense of conquest and existence. If this phenomenon occurs in younger peers, they tend to band together as a bullying group due to similar experience and feelings, which will lead to more serious behaviors. In fact, bullies are also weak, because their distorted personality are not innate but accumulate in real life, and some of them behaving in this way aim at gaining respect and existence in life. If they bring this distortion to the interaction with classmates, they finally become bad children in people's eyes, but the root cause is the influences of family and major factors in education.

## **4. Suggestions on the Solution and Intervention of the Psychological Problems of Left-behind Children in China**

To solve the problem of left-behind children, it is of great importance to consider this problem in many aspects. This section analyzes this problem into four aspects to give suggestions.

First of all, the government's responsibility lies in formulating more humanized laws and regulations by actively approaching the needs of left-behind children. The people's government, education departments, and other relevant departments should attach importance to the education of rural left-behind children. Weakening the traditional rigid local household registration education system and providing low-rent housing for migrant children's families will help promote rural left-behind children to

follow their parents to the city for study and growth and receive complete compulsory education; for left-behind children whose parents cannot enter the city with them, the state should statistics and arrange better economic welfare and longer vacation time for them, so that they can have more abundant time and financial ability to accompany their children and give them a better life. The government should also innovate and develop in the local countryside, provide more employment opportunities, open more migrant worker schools, arrange consulting and advisory personnel to find suitable “surrogate parents” for left-behind children, and develop rural youth leisure and entertainment institutions such as children’s palaces, which will substantially help the growth of rural left-behind children.

Furthermore, the families of left-behind children should make efforts in companionship. To solve the psychological problems of left-behind children, we should start with the closest family members of the children. In order to better mobilize the enthusiasm of the family, the parents who are left behind should communicate more with their children, take out as much time and opportunity as possible to care about the children in terms of family affection and studies, and jointly promote the better growth of the children.

In addition, schools should extend their educational functions, and teachers should also infiltrate humanistic care and protection in their services. All schools in poverty-stricken areas should provide psychological education classes and psychological counseling services while promoting academic education, and it is best to arrange professional psychological counselors to stay on campus if possible. Teachers should take on some of the heteronomous responsibilities when left-behind children lack the care of their parents. Regulate the daily lives of children, take the initiative to care, love, and listen to their voices, mobilize their subjective initiative, give them the right to self-choice, and cultivate their self-management ability, trusting that they can grow up independently and healthily.

Last but not the least, all members of society are supposed to actively participate in volunteer work such as caring for left-behind children and contribute their love to help them grow up. To denote more, lay more emphasis, and provide more support for left-behind children, volunteers need to do substantial work: act as an intermediary for “surrogate parents” of left-behind children, and psychologists take the initiative to provide them with regular free psychological counseling services, provide economic support and home visits, and donate daily necessities. At the same time, we call on the whole society to care for left-behind children, eliminate the stereotype and bad public opinion of left-behind children in society, take the initiative to

clear the “charges” for this group, and call on the society to pay attention to left-behind children and work together.

## 5. Conclusion

Left-behind children in poverty-stricken areas of China constitute a sizable group. They are not only an affected group due to uneven economic development, but also the new generation of flowers for the future of the motherland. Caring for the mental health of underage left-behind children not only reflects the profound principle of absolute equality among people of all ethnic groups in various regions of China, but, more importantly, lays a solid foundation for the future economic development of the motherland. However, various issues reflected in the current situation of China are profoundly affecting the physical and mental health of these children. Therefore, the psychological care for this group by the state and society is a long and arduous journey. The diversified psychological problems among left-behind children are difficult to solve in a short period. To address them fundamentally, it requires the joint efforts of the state, society, schools, and families, working together to form a combined force of love and education, strengthen the mental health education of left-behind children, and ensure the healthy development of the physical as well as mental well-being of all left-behind children, promoting social harmony and stability.

## 6. References

- [1]. Kelly Kirkland, Jolanda Jetten, Mark Nielsen. *The Effect of Economic Inequality on Young Children’s Prosocial Decision-making* [J]. *British Journal of Developmental Psychology*, 2020, 38(4): 512-528
- [2]. Yang Chen, Xun Li, Xueqiang Xu, *Temporal and Spatial Evolution of Urbanization in China Since Reform and Opening up and its Influencing Factors* [J]. *Geographical Science*, 2007, 27(2): 142-148
- [3]. Lin Shi. *Difference, Disparity and Unbalanced Development - on the Main Factors that Cause Unbalanced Development of Regional Economy in China* [N]. *Journal of Minzu University of China (Social Sciences)*, 1998, 3: 93-96
- [4]. Ran Pan. *‘The Third Hand’ - Legal Aid for Rural Left-behind Children* [N]. *Legal World*, 2007.9, 98-100
- [5]. Xifeng Wang, *The status Quo and Teaching Strategies of Juvenile Mental Health. Inside and outside the classroom* [J]. *Junior High School Teaching and Research*.
- [6]. Zhibo Wan, Changhong Li, *Why There are So Many Left-behind Children in China - Evidence from Non-policy Household Registration Discrimination in Public School* [J]. *Labor Economic Research*, 2018(5) : 20-41
- [7]. Due P, Merlo J, Harel-Fisch Y, et al. *Socioeconomic*

- Inequality in Exposure to Bullying During Adolescence: A Comparative, Cross-Sectional, Multilevel Study in 35 Countries* [J]. American Journal of Public Health, 2009 (5): 907
- [8]. Analitis F, Velderman M K, Ravens-Sieberer U, et al. *Being Bullied: Associated Factors in Children and Adolescents 8 to 18 Years Old in 11 European Countries*. [J]. Pediatrics, 2009(2): 569-577
- [9]. Yi Gao, Status Quo, *Causes and Countermeasures of Mental Health of Rural Left-behind Children - Based on the investigation of Ningling County, Shangqiu City, Henan Province* [J]. Management Strategy, 2023,2023(10): 48-51
- [10]. SANCHEZ JI, BROCK P. *Outcomes of Perceived Discrimination among Hispanic Employees: Is Diversity Management a Luxury or a Necessity* [J]. Academy of Management Journal, 1996, 39(7): 04-719
- [11]. Xia Liu, Jingxin Zhao. *Chinese Migrant Adolescents, Perceived Discrimination and Psychological Well-Being: The Moderating Roles of Group Identity and the Type of School*.
- [12]. Yuanyuan Li, Wangqian Fu, *Review and Resolution of the Phenomenon of Discrimination against Left-behind Children in China* [J]. Social Education, 2022, 2022(2): 55-64