

Received: August 27, 2017

Revision received: June 12, 2018

Accepted: June 20, 2018

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DOI 10.12738/estp.2018.6.242 • December 2018 • 18(6) • 3368-3375

Research Article

Analysis and Empirical Research on the Influence of the Accompanying Education on the Social Relations in Urban and Rural Families

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Abstract

In recent years, with the constant change of educational concept, parents begin to pay attention to the education of their children, accompanying study has become a special social phenomenon, and the changes of family and social relations caused by accompanying study have also attracted people's attention. This paper aims to study the influence of accompanying education on the social relations in urban and rural families. From both macro and micro levels, this paper collects 179 samples from H village by questionnaires and interviews, and makes a quantitative analysis of the influence of accompanying education on the social relations in urban and rural families with ordinal logistic regression model. The results show that the relationship between parents and children and that between husband and wife gradually weaken with the increase of time and the distance from home for accompanying study, and are related to the parents' educational level, age and other factors. From the three aspects such as parents, students and society, this paper puts forward some countermeasures and suggestions to improve the social relations of accompanying education for families. This study enriches the theoretical achievements of pedagogy and social sciences, and has certain practical significance to promote education equity and guide parents to make rational choices.

Keywords

Accompanying Study • Parent-child Relationship • Regression Analysis • Countermeasures and Suggestions

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In recent years, with the gradual improvement of people's living standards and the impact of social environment, parents' educational concepts have gradually changed and their investment in children's education has been increasing. Due to the obvious uneven development of education between urban and rural areas (Park, 2008), the quality of teaching in townships and villages can no longer meet the needs of parents, and many parents are choosing to send their children to towns for better education. At the same time, in order to take care of the children's life and study, parents have also begun to accompany their children to study, which has also had a certain impact on social relations in urban and rural families, especially the parent-child relationship (Mahoney, Wheeden & Perales, 2014). In order to provide children with scientific and reasonable family education and help parents make rational choices whether to accompany or not, it is necessary to conduct in-depth research on accompanying study and its impact on social relations of families.

There is no uniform definition of accompanying study in academic circles. Simply, accompanying study (Berry, Stoyles & Donovan, 2010) is that in order to improve children's academic performance and facilitate the care of their children's lives, some or all family members move with their children to the city where their school is located for short-term or long-term residence. Some studies have shown that the objects of accompanying study have expanded from originally secondary school students to primary school students and college students, but the proportion of secondary school students with accompanying study is the largest (Zhao, 1997), and the main subjects of accompanying study are grandparents, fathers and mothers, mainly mothers (Symeou, 2008). Zheng Yanna applied feminist theory and socialization theory in the Sociological Interpretation of Rural Mothers' Accompanying Study Phenomenon (Gavidiapayne, Denny, Davis, Francis & Jackson, 2015), and Zhang Jiayong studied the phenomenon of rural primary school parents' accompanying study and policy recommendations from the perspective of pedagogy (Jiang, Sun & Marsiglia, 2016). Researchers have analyzed the reasons of accompanying study from three aspects: psychological factors, educational factors and social factors. The influence of accompanying study mainly concentrates on families, students, schools and society, with both positive and negative effects (Tucker, Sharp, Stracuzzi, Gundy & Rebellon, 2013). Regarding the policy of solving the problem of accompanying study, Ding Xiuling and others think that more support should be given to rural education to narrow the gap between urban and rural education. Qi Zemin and Gao Yuhua advocate that parents should adjust their mentality, eliminate the psychology of comparison and get rid of the educational misunderstanding (Zhang, 2005). The summary shows that the current researches on accompanying study mainly involve the concept, nature, reasons, influence and countermeasures, but most of the researches only elaborates the impact of accompanying study on families' social relations from the theoretical level, without specific quantitative analysis (Kennedy, Shikla & Fryxell, 1997).

Based on the above analysis, this paper takes the accompanying education of parents of secondary school students as an example and studies the influence of accompanying education on the social relations in urban and rural families. By using questionnaire and interview, 179 samples from H village are collected to analyze the current situation of secondary school students and their accompanying parents. Based on this, the influence of accompanying education on social relations of families is studied by using ordinal logistic regression model. Finally, some countermeasures and suggestions are put forward to improve the current situation of accompanying education.

Investigation on the Current Situation of Secondary School Students and Their Accompanying Parents

This paper selects parents from H Village of Shanxi Province to carry on the investigation and analysis, 90 questionnaires and 120 questionnaires are distributed respectively by families and students, with 105 and 74 effective questionnaires collected respectively. Through the analysis of the questionnaire, the current situation of secondary school students and their accompanying parents is obtained.

Current situation of secondary school students

Figure 1 shows a comparison of the current situation of the accompanied and unaccompanied students in secondary school. It can be seen from the figure that more than 55% of the students surveyed have parents accompanying them, but only 21.5% of the students want parents to accompany them. The number of high school students accompanied is slightly higher than that of secondary school students and the number of accompanied students in public schools and private schools is not much different. Among the accompanied students, most of the parents choose county towns or urban schools with better teaching quality. Parents of unaccompanied students tend to send students to public schools that are closer to their home.

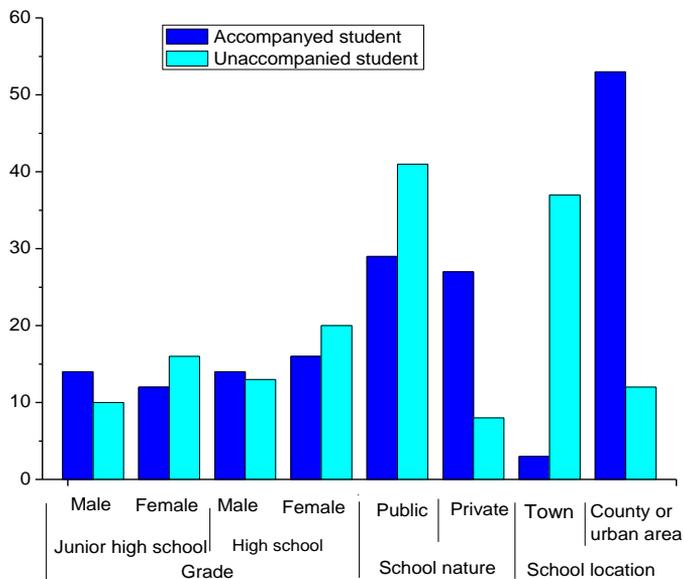


Figure 1. Middle school students' current situation comparison chart.

Current situation of secondary school students' accompanying parents

Duration of accompanying study: As can be seen from the duration of parents' accompanying study in Figure 2, most parents spend (5, 10) months from the beginning of the accompanying study to the date of the

survey, and there is a close relationship between the duration of parents' accompanying study and the grade of their children, most of whom are in the second grade of secondary schools.

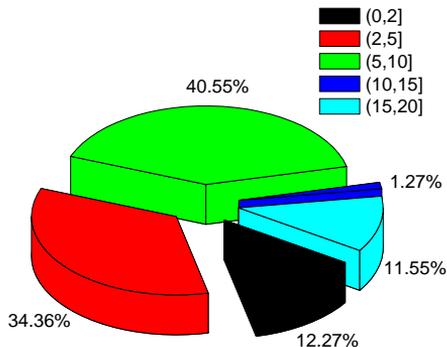


Figure 2. Duration of accompanying study.

Current situation of the places for accompanying study Table 1 shows the results of the survey on the current situation of places for accompanying study and current residence of families. From the table, it can be seen that about 45% of the respondents live in the countryside, while 62.2% of the parents choose to leave their hometown for schools in the center of the city, and most of the parents choose to work in the places of study at the same time.

Table 1
Comparison Table between the Place for Accompanying Study and the Current Residence of the Families

Place for accompanying study	Percentage (%)	Family residence	Percentage (%)
Town (township)	9.5	The village	44.6
Outer town of town (township)	4.1	Village committee community	24.3
County town	6.8	Town	4.1
The county outside the city	17.6	County town	6.8
Downtown	62.2	Downtown	20.3

Analysis of the Influence of Accompanying Study on the Rural Family Relation

Design of the research about the influence of accompanying study on rural family relation

This paper establishes logistic regression benchmark model and complete model to study the impact of accompanying education on social relations in urban and rural families. With place and duration of accompanying study as independent variables and family relationship as dependent variables, the study selects the factors that may have an impact on family relationship, such as family relationship before accompanying study and family economic level, as covariates to control.

Regression analysis of the influence of accompanying study on rural family relation

Table 2 shows the results of regression analysis of the influence of accompanying study on rural family relation by using both benchmark and complete models. As can be seen from the table, models 1-1-1 and 1-2-1 only take into account the two main variables of place and duration of accompanying study, which have a significant negative impact on the husband-wife relationship and parent-child relationship, and with the increase in duration of accompanying study, both husband-wife relationship and parent-child relationship show a downward trend. When the place of accompanying study is closer to the schools of children, the husband-wife marriage stability decreases and the parent-child alienation increases. When the covariates are introduced, it can be seen that the family marriage relationship of parents with low literacy is more stable than that of parents with high literacy, and the relationship of parents working in agriculture is more stable than that of parents working outside, while the family marriage relationship of mothers over 40 years old is also more stable. Parent-child relationship is significantly related to the educational level and occupation of parents, the higher the educational level of parents is, the more topics between parents and children there are, and the more harmonious the relationship between parents engaged in non-agricultural work and children is. In addition, because most of the accompanying parents are mothers, we can find that the communication between younger mothers and children is more harmonious. In terms of husband-wife relationship and parent-child relationship after accompanying study, there is an obvious correlation with parent-child relationship before accompanying study. When the husband-wife relationship and parent-child relationship before accompanying study increase one unit, husband-wife relationship and parent-child relationship after accompanying study will increase by 41.2% and 61.3% respectively.

Table 2
Regression Model of the Impact of Accompanying Study on Rural Family Relation

Variable		Husband and wife relationship		Parent-child relationship	
		Model	Model	Model	Model
		1-1-1	1-1-2	1-2-1	1-2-2
Main variable	Length of accompanying reading	-1.178***	-2.001***	-1.932***	-2.086***
	Accompanying place	-1.596***	-2.035***	-1.840***	-1.962***
Covariate	Father's cultural level	—	-1.283*	—	0.295*
	Father profession	—	-2.801**	—	0.141*
	Mother age	—	0.298**	—	-2.129**
	Mother's cultural level	—	-1.602**	—	0.311**
	Mother profession	—	-2.055***	—	0.206**
	Family residence	—	-2.747***	—	0.070*
	Couple relationship before accompanying	—	0.203**	—	0.345**
	Parent-child relationship before accompanying	—	0.136	—	0.472**
	-2LogLikelihood	68.012	61.359	64.898	56.002
Pseudo R ²	0.027	0.021	0.047	0.041	
N	70	70	74	74	

Note. *, ** and *** represent significant at the 10%, 5%, and 1% levels, respectively

Countermeasures and suggestions on improving social relation of families with the accompanying education

Harmonious social relation of families is very important to the growth and learning of students, especially the family with accompanying study as an atypical family, its social relation is more special. This paper thinks that we should improve the bad social relation of families with the accompanying education family from the following aspects.

Parents First of all, when selecting schools for their children, parents should fully consider the actual situation of the children. Secondly, it's essential to keep harmonious and stable relationship between husband and wife, and provide a stable and safe family environment for children to learn and grow up. Thirdly, parents should clarify their respective roles and responsibilities in family life, often communicate with their children, understand their personal situation in learning, life and interpersonal communication, and finally, parents should pay attention to the cultivation and improvement of their own quality, so as to provide scientific education for their children.

Students Secondary school students are in a critical period of personality and psychological growth. They should consciously strengthen self-discipline, improve their own self-control ability, reduce external interference on them, often adjust their psychological state, and improve psychological quality, so as to adapt to learning and other possible problems. They should often participate in physical exercise and collective activities to cultivate their comprehensive ability.

Society On the one hand, the government should strengthen the investment in rural and township schools to achieve educational equity, so as to reduce the phenomenon of rural students studying away from home and parents accompanying them. On the other hand, the government should vigorously develop urban and rural road planning and construction, and increase the number and frequency of urban and rural traffic, so as to improve the transport convenience for students to study in the upper level or surrounding areas. Schools should adjust the enrolment policy to avoid a large number of students to go to school outside the region; on the other hand, schools should provide transport service for students to facilitate students to go to and leave schools and also reduce the probability of parents accompanying because of traffic inconvenience and safety problems. For the families which have adopted accompanying education, social workers or third-party service institutions should be established to visit the families regularly to help them solve or alleviate the family social problems caused by accompanying education.

Conclusion

This paper adopts qualitative and quantitative methods to analyze the influence of accompanying education on social relation of urban and rural families. The specific conclusions are as follows:

The results show that about 55% of the students have parents to accompany them to study, and the parents choose to leave their place of residence to accompany their children (mainly secondary school students) to study

in schools with better education near the center of the city, with the duration of accompanying study about (5, 10] months.

The results of regression analysis on the influence of accompanying study on the social relation of rural families show that the husband-wife relationship and parent-child relationship weaken gradually with the increase in the duration of accompanying study and the distance from home, and it is also related to the educational level of parents, age and other factors of their parents.

From the three aspects such as parents, students and society, this paper puts forward some countermeasures and suggestions for improving the social relation of families with accompanying education.

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