

**THE STUDY OF ACADEMIC ENGAGEMENT OF JUNIOR
SECONDARY SCHOOL STUDENTS IN WUHAN, CHINA**

CHAN LIAO

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OF THE REQUIREMENTS FOR
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Thesis
entitled

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ABSTRACT

The aim of this research was to study the left behind children and their non-left behind peers' academic engagement at the junior secondary school level in Wuhan, China. This study was administered within quantitative and qualitative methods. The sample of this study was 487 junior secondary school students from 13 schools in three suburban and rural districts of Wuhan, China. Questionnaire was used as research main instrument. In addition, in-depth interviews were conducted with 12 students to support quantitative results.

The findings revealed that the students' academic engagement level were at high level with the mean score of 4.07, there were statistically significant difference between left behind children and non-left behind children on their academic engagement, $t(485) = 6.944, p < .05$, left behind children had lower level of academic engagement than non-left behind children. The evident also manifested that there were significant difference among three parental migration status types toward their academic engagement, $F(2, 260) = 17.065, p < .05$, and only father migration students had the highest level of academic engagement, whilst only mother migration students had the lowest level of academic engagement.

According to the findings, it was recommended that students' academic engagement could be improved in both left behind children and non-left behind children with the support from teachers, school principals and local education policy.

KEY WORDS: ACADEMIC ENGAGEMENT/JUNIOR SECONDARY SCHOOL STUDENTS/LEFT BEHIND CHILDREN/NON-LEFT BEHIND CHILDREN

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LIST OF ABBREVIATIONS

LBC	Left Behind Children
NL	Non-left Behind Children
OF	Only Father Migration
OM	Only Mother Migration
BP	Both Parents Migration

CHAPTER I

INTRODUCTION

In this chapter, the background introductory was presented. The outline of this chapter begins with background and rationale of the study, which gives background information about migrant workers and left behind children in China, as well as students' academic engagement background. Section 1.2 presents the research questions and section 1.3 indicates the objectives of the study. Section 1.4 introduces the research hypothesis. Section 1.5 provides the scope of the study and section 1.6 identifies the definitions of terms. Section 1.7 gives the research contributions and the last section presents conceptual framework that would carry throughout the study. The guideline of this chapter is outlined as below:

- 1.1 Background and Rational of the Study
- 1.2 Research Questions
- 1.3 Objectives of the Study
- 1.4 Research Hypothesis
- 1.5 Scope of the Study
- 1.6 Definitions of Terms
- 1.7 Research Contributions
- 1.8 Conceptual Framework

1.1 Background and Rationale of the Study

Since the promulgation of the “Reform and Opening up Policy” at the end of 1978, China had experienced a leaping development on economy. Following by the policy and developing economic, social life of Chinese peasant workers were changed a lot. As the economic growth promoted China’s modernization process, more and more advanced technology and products were introduced into different industries, especially in agriculture (Chan, 2008; Sun et al., 2015). With the modernization of urban and rural development, people’s daily life standard was increasing rapidly through all regions in China.

In order to follow the requirement of the new economic policy, numerous peasants who lived in rural China, were pushed to migrant to urban regions to earn better life and support their families (Sun, et al., 2015). Because of social economic development provided advanced technology on agriculture, a lot of peasants were idled from traditional farming; they gradually become surplus labors in rural regions. As restrained by the poor economic conditions and related household register system, almost all of the rural peasant labors have strongly longing for catching a better life situation in the future for themselves and especially for their children (Chan, 2008; Sun et al., 2015).

At that time, as pushed by the economic policy, pulled by income gaps, and with migrant networks given the sufficient conditions, those substantial number of surplus labors determined to move elsewhere outside their hometown for searching better job opportunities (Wang, 2008; Chan, 2008). However, with the limited economic status, they have to move alone without taking their children together, a lot of children were left behind in their rural household registration locations at that time (Beh et al., 2012).

As previous researchers mentioned that recent Hukou system (Household Register System) and the educational system was the main reasons of educational problems impact on the children of migrant workers, the plight of migrant workers themselves is another common reason led them ignored to concern about the education of their children, which made the educational situation of their children even worse (Wang, 2012; Liu, 2015; Huang, 2013).

In the process of urban modernization, migrant workers were treated as “Temporary Population” in the destination cities (Chan, 2008), and the educational issues of their children were cruelly excluded from the economic systems (Liu, 2015). Because of the modernization of China and the developing of Chinese economy, most rural parents were exhausted on earning money to support their families. They were the breadwinners of their families. Because of migrant workers had to work on the most hardest and tired jobs in the urban areas, they rarely had any free time to pay attention on the education of their children (Roeters et al., 2010).

However, as Chinese traditional culture ingrained in mind, no matter what difficulties the migrant workers faced up, they still persisted to send their children to schools, they believed that education was the only way to change their children’s future life status. Due to the current Chinese educational system is based on the score of final examination, how to help this vulnerable group to improve their academic performance becomes a significant topic in academe field. Previous references revealed that parental migration status had strongly influenced on students’ academic performance and all dimensions of academic engagement (behavioral engagement, affective engagement, cognition engagement) were positively correlated with student’s academic performance and study success (Ketonen et al., 2016; Schlenker et al., 2013).

Some reviews demonstrated that the main factors that affect academic engagement were contextual environment, just like school climate, classroom environment (Cornell et al., 2016) and their interpersonal relationship, such as parent-child relationship, teacher-student relationship and peer relationship (Ganotice et al., 2013; Collie et al., 2016). Among all the interpersonal relationship, parent-child relationship is the most basic and important relationship of human beings all over the world, this kind of relationship is irreplaceable in each individual’s life experience. Under the absence of parental care, left behind children’s life had emerged undesirable psychological problems, such as helpless, loneliness and some children even thought they were abandoned by their parents (Men and Lin, 2012; Hu et al., 2014), more and more children felt they were orphans, even their parents are still alive and keep on touch with them frequently. Some other researchers also mentioned that the left behind

children were easier feeling reluctantly, anger and helpless, especially mother-only migrant families (Men and Lin, 2012).

A plenty of studies revealed that home environment had strongly impact on children's academic motivation and academic engagement (Garn et al., 2010; Cornell et al., 2016). Under the parental migration situation, the children left behind were likely to have low level of self-regulation and life satisfaction (Su et al., 2012). As lack of parents' supervision, the worse self-regulation damaged students' engagement on their studying (Sullivan et al., 2009). In some references, parental migration was found to reduce children's mathematics scores and only mother migration had more harmful effect than father migration did (Zhao et al., 2014). Although parental migration devoted more remittance on increasing family income, which guaranteed children's daily expenditure, the absence of parents still had a negative influence on children's health and education (Nguyen, 2016). Students' academic engagement is the main factor on academic success and school dropout (Veiga et al., 2012), high engaged students were actively participate in learning and required tasks, while disengaged students were erratic attending class and completing assignments, they had high risk on course failure and school dropout (Suárez-Orozco et al., 2009).

Attending school with joyful affection and spending time with parents were positively correlated with student's inherent academic motivation (Tanaka et al., 2011). Parental involvement and educational expectation was illustrated to affect students' educational outcomes (Wang et al., 2016). The concept of more frequently parent's involved leads to higher students' academic engagement and performance had revealed by a lot of previous researches (Zhao et al., 2014; Fan and Williams, 2010). And since early 21 century, substantial researchers already paid close attention to the related topic of students' engagement (Fredricks et al., 2004; Fredricks et al., 2011; Martin & Dowson, 2009; Furrer and Skinner 2003; Skinner et al., 2008). Due to students academic engagement has a statistically influence on their course failure and school dropout (Veiga et al., 2012; Chen et al., 2013), it is still valuable and meaningful to follow with interest on the related topics of students' engagement.

Left behind children is a universal group in recent China. Among the totally 279 million Chinese children, there were 61.03 million children were left

behind by their migrant parents (The Sixth National Population Censuses of People's Republic of China, 2010), this number was accounted as 21.88% of the total children number in China. It can be considered that among every five Chinese children, one might be left behind child. There were 73% of the left behind children lived with their old and weak grandparents in the rural location under a very low-quality life situations (The Sixth National Population Censuses of People's Republic of China, 2010). Previous researches had also revealed that left behind children had a high risk on communication with others in the social life (Yang et al., 2016).

Due to lack of parent's custody, they were easy to encounter terrible incidents. A lot of news reported that left behind children drowning death, bite by animals, bullied by their peers and were easy harmed by their peers and even some teachers. The girl in rural regions had a high risk on security and healthy problems. The Beijing News used to report that twelve girls at the age from 8 to 13 were threatened and raped by school teacher in Bijie city of Guizhou province, among them eleven girls were left behind children (The Beijing News, 2014).

Left behind children was also found to have smoking and drinking alcohol habits earlier than their non-left behind peers (Yang et al., 2016; Sun et al., 2015). They were easily feeling depression and anxiety when they face up difficulties. Parental absence made them disengaged in involving communicated with others and also easily given up on learning or even on their own life. News reported that a nine-year old boy suicide in the washroom, because of his migrant mother didn't come back during Chinese New Year holiday (China News, 2014). Most of left behind children was found to have a low psychological well-being and life satisfaction. Helpless and loneliness were the common emotion on them (Su et al., 2012). Some of the children even felt strange with their parents and they didn't know how to concern about others (Men and Lin, 2012).

Analyzed from National Bureau Statistic data, most of children were left behind, by their migrant parents in a very young age, some of them even didn't live with their parent regularly since they were born. There were 23.42 million children were left behind by their parents before they entered into primary school. Within this population, there were 11.72 million of children were left behind by their parents when they were only 0-2 years old (All-China Women's Federation, 2013; The Sixth

National Population Censuses of People's Republic of China, 2010). The national newspaper, "China Youth Daily" used to write a report named "They are the most vulnerable people in present China", in which left behind children was found to have severely psychological problems. Among those children, 57% of the left behind at the secondary school stage had mental problems (China Youth Daily, 2006). The psychological problems were further affect students' educational process, their social communication and even their whole life experience.

Wuhan is a typical central city in China, with its multicultural social context and the most populous demography phenomenon in Central China. Wuhan is a member of 17 regional expansion of the metropolis in China. During the process of modernization, Wuhan had absorbed around 6.3 million people worked and lived in (City Planning Law of the People's Republic of China, 2014).

Actually, Wuhan is the capital city of Hubei province and it consists of three cities: Hankou, Hanyang, and Wuchang that interconnected and also divided by Yangtze River. Those three cities had been divided into thirteen districts. Among those districts, there are seven central districts as well as six suburban and rural districts. During the internal rural-urban migration history of China, Wuhan became a both migrant worker import and export city (Chan et al., 2011). As Wuhan is a typical central city of China, the research findings in this city are referential significance for the other two neighbor central provinces and other similar cities.

There were 80 universities and colleges in Wuhan city, which absorbed 966.4 thousand undergraduate students and 107.4 postgraduate students. Wuhan was ranking at third for the number of university and college in China, and the first two cities were Beijing and Guangzhou with 91 and 82 universities and colleges respectively in the year of 2013 (Statistic Report of National Economy and Social Development in Wuhan, 2013).

The data from Women's Federation of Wuhan illustrated that, there were 42,556 left behind children in Wuhan city and all of them lived in the six suburban and rural districts (Women's Federation of Wuhan, 2013). Among those districts, Xinzhou and Huangpi district had the largest number left behind children of all the left behind children in Wuhan city, which took up 45.4% and 41.5% respectively, the left behind children number was 19,337 and 17,672 respectively. The district had smallest left

behind children number was Dongxihu district, with 216 left behind children. This district locates next to four central districts of Wuhan city (Women's Federation of Wuhan, 2013).

Although left behind children group have attracted by society for a long period already, most researches focused on students' psychological well-being and mental problems (Sun et al., 2015; Guo et al., 2015), there were a few researches studied about left behind children's academic activities.

As studying is filled with students' daily life in current days and academic engagement was a vital element on students' school studying life, which can predict students' education aspiration and school dropout (Chen et al., 2013). Thus, the academic engagement of left behind children is meaningful to be studied. As previous review investigated that loneliness is the most common experience on left behind children and they were illustrated to had lower level of life satisfaction and higher level of anxiety than their peers (Su et al., 2012), those kind of inferior social situations and emotional factors might affect children's engagement on learning and willingness on further education.

The purpose of this research is to study the left behind children and their non-left behind peer's academic engagement at the junior secondary school level in Wuhan, China.

1.2 Research Questions

1.2.1 What was the level of students' academic engagement in Wuhan, China?

1.2.2 What was the difference between children status types namely left behind children and non-left behind children on their academic engagement in Wuhan, China?

1.2.3 What was the difference among parental migration status types namely only father migration, only mother migration and both parents migration on students' academic engagement in Wuhan, China?

1.3 Research Objectives

1.3.1 To study the level of students' academic engagement in Wuhan, China.

1.3.2 To compare students' academic engagement between left behind children and non-left behind children in Wuhan, China.

1.3.3 To compare students' academic engagement under different types of parental migration status namely only father migration, only mother migration and both parents migration in Wuhan, China.

1.4 Research Hypotheses

1.4.1 There was a significant difference between left behind children and non-left behind children on their academic engagement in Wuhan, China.

1.4.2 There was a significant difference of academic engagement under different types of parental migration status namely only father migration, only mother migration and both parents migration in Wuhan, China.

1.5 Scope of the Study

1.5.1 The Scope of population

This study focused on the academic engagement of junior secondary school students from three sub-urban and rural districts of Wuhan, China. The population of this study was the 44,613 junior secondary school students from the three target sub-urban and rural districts of Wuhan city in the academic year of 2016-2017.

Wuhan is the capital city of Hubei province, which located in central China. Because of the special location, it is one of the most important traffic hub cities of China and it had absorbed multicultural from the surrounding cities and regions.

The sample selected from this city was very representativeness for most of other regions of China.

1.5.2 The Scope of Variables

This research had two independent variables and one dependent variable. Children status and parental migration status were the independent variables and students' academic engagement was the dependent variable.

The children status and students' parental migration status of participants will get from the general information part of the questionnaire. Academic engagement was measured by the academic engagement questionnaire from previous researchers Fredericks et al. (2004). Academic engagement contains three dimensions: behavioral engagement, affective engagement and cognitive engagement.

1.6 Definition of Terms

In this section, the terms and set of terms in this study was defined clearly and adequately in accordance with the certain context.

1.6.1 Parental Migration Status refers to the situation of one parent or both parents who moved from original regions (normally rural areas) to the other regions (normally urban areas or more developed regions) outside their household registration location for better job opportunities and stay there for at least 6 months. The three statuses consist of only father migration, only mother migration and both parental migration. The definition as follow:

Only Father Migration refers to only father of the child moved from their original regions to the other regions outside their household registration location for searching jobs and left the child and mother behind.

Only Mother Migration refers to only mother of the child moved from their original regions to the other regions outside their household registration location for searching jobs and left the child and father behind.

Both Parental Migration refers to both of the parents moved from their original regions to the other regions outside their household registration location for searching jobs and left their child stay at their rural household registration location.

1.6.2 Non-parental Migration Status refers to both parents of the child didn't move from their original regions to the other regions outside their household registration location for searching jobs and both of them stay with their child.

1.6.3 Children Status refers to the situation of children on whether they live with both parents at the place of their rural household registration location or not, which include two types namely left behind children and non-left behind children.

Left Behind Children (LBC) are the children who have one or both parents moved elsewhere and were left behind at the place of their household registration location with the age of 16 and below 16 years old.

Non-Left Behind Children (Non-LBC) refers to the children who stay with both parents at the place of their household registration location with the age of 16 and below 16 years old.

1.6.4 Students' Academic Engagement refers to students' personal value and motivation in studying, and emotional experience of self-regulate on intention and competence for learning. The three dimensions of academic engagement in this study are clarified as follow:

Behavioral Engagement refers to students' efforts in the academic tasks, attendance and paying attention in the classroom, participate class and school activities.

Affective Engagement refers to students' feeling about school, teachers, peers and coursework, as well as a sense of belonging in the school and their learning attitude.

Cognitive Engagement refers to students' investment, self-regulate in learning and measurement on academic goals.

1.7 Research Contributions

1.7.1 It was expected to gain a deeper understand about students' academic engagement of left behind under different parental migration status in Wuhan, China.

1.7.2 The policy makers and stakeholders in Wuhan were expected to use the findings from this study to meet the needs of students from rural regions of China.

1.7.3 The results of the study on students' academic engagement were expected to provide the migrant parents of Wuhan a direction to motivate students to engage on learning.

1.8 Conceptual Framework

The conceptual framework was developed by integrating the variables from diverse concepts of parental migration status, children status and academic engagement in the literature review.

This research has two independent variables and one dependent variable. The independent variables are children status, which contains two types namely left behind children and non-left behind children, with parental migration status, which had types namely only father migration, only mother migration and both parents migration.

The dependent variable is academic engagement, which comprises of three dimensions: behavioral engagement, affective engagement and cognitive engagement, which reviewed from the research of Fredricks et al (2004).

The conceptual framework of this study is illustrated in the figure 1.1.

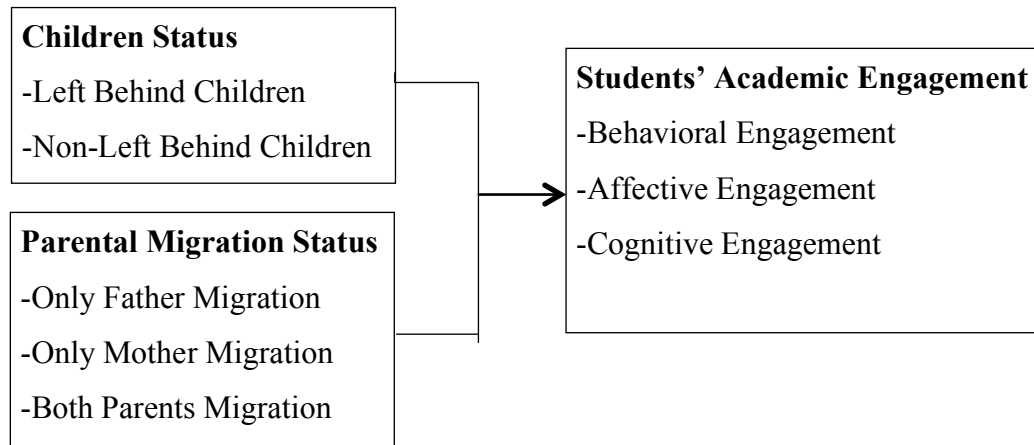


Figure 1.1 Conceptual Framework

CHAPTER II

LITERATURE REVIEW

This chapter provides the theoretical overview on students' academic engagement in Wuhan, China. The researcher reviewed exist related previous literatures to support this study. Section 2.1 introduces the educational system in China. Section 2.2 provides the details about parental migration in China. Section 2.3 presents the situation of left behind children in China. Section 2.4 elaborates the concepts of students' academic engagement. Then, section 2.5 concerns about parental migration on students' academic engagement. The last section reviews the related researches. The guideline of this chapter is outlined as below:

2.1 Educational System in China

2.2 Parental Migration in China

2.2.1 Rural-urban Migration in China

2.2.2 Hukou System in China

2.3 Left Behind Children in China

2.3.1 Current Situation of Left Behind Children in China

2.3.2 Left Behind Children in Wuhan

2.3.3 Policy Development and Response

2.4 Concepts of Students' Academic Engagement

2.4.1 Definition of Academic Engagement

2.4.2 Dimensions of Academic Engagement

2.4.3 Measurement of Academic Engagement

2.5 Parental Migration on Students' Academic Engagement

2.6 Related Researches

2.1 Educational System in China

The People's Republic of China (PRC) is a centralized and independent sovereign state with over 1.381 billion population, which locates in East Asia and it was governed by the "Communist Party of China" (The State Council Information Office of the People's Republic of China, 2016). China implements democratic centralism, mandarin is the official language. After accession into the World Trade Organization (WTO), China had playing a significant role in the global economy, and economic development required a large number of capable workers (Sun et al., 2015). Due to the demands of capable people in labor market is increasing, Chinese education had been concerned by more and more people in society from all over the countries (Chan et al., 2009).

Chinese education is centrally managed by Ministry of Education of the People's Republic of China. Because of the large amount of population, the educational department divided the management into three levels (Ministry of Education of the People's Republic of China, 2006). The highest level is the central department of Ministry of Education, then provincial education department is located in the second level, municipal education commissions is in the third level. Due to there are four directed controlled municipalities (Beijing, Tianjin, Shanghai, and Chongqing) in China, those cities are assigned in the second level, under this level is district education bureaus level. The figure below is illustrated the hierarchy of Chinese educational management.

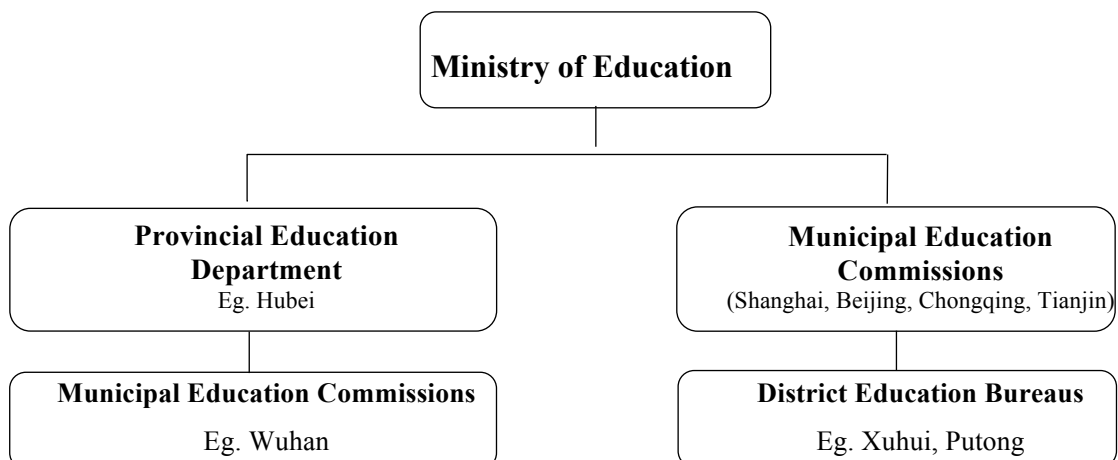


Figure 2.1 The Hierarchy of Chinese Educational Management.

Source Ministry of Education of the People's Republic of China, 2016

China’s formal educational system contains three-year preschool education, six-year primary education and six-year secondary education. Secondary education consists of three-year junior secondary education and three-year senior secondary education. Only when the students passed the National College Entrance Examination (Gaokao), can they continue their study in the university or college. The formal higher education in university is four years in China. Master and doctoral study takes 2 or 3 years (Ministry of Education of the People’s Republic of China, 2016). The figure below is shown the Chinese Educational System:

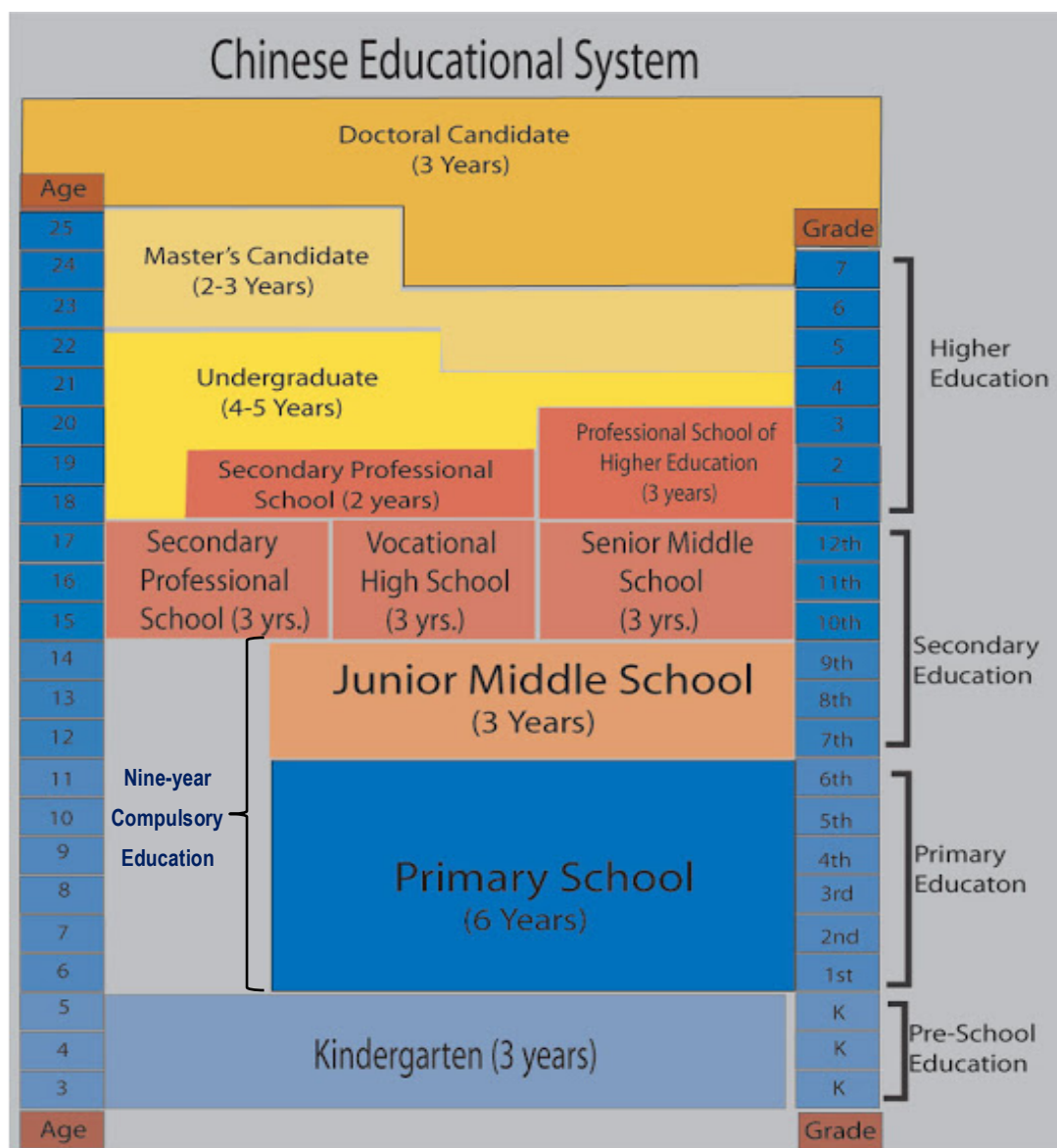


Figure 2.2 Chinese Educational System

Source: Ministry of Education of the People’s Republic of China, 2016
www.edusystemofchina.blogspot.com

China's preschool education is start from 3 years old. Children in urban areas might earlier than this age. This education stage is called kindergarten in China. The age requirement for primary education started from 6 years old, some rural areas might be later than this age (Law of People's Republic of China on Compulsory Education, 1986). During the primary stage, the main subjects are Chinese, Mathematics, Science and English, some school also offer Music and physical education. Most of primary schools are public schools, which can get finance support from government, normally local government (The State Council Information Office of the People's Republic of China, 2006). Since 1986, China implemented nine-year compulsory education, which includes six-year primary and three-year junior secondary schooling. After revised the law of compulsory education in the year of 2006, Chinese government ensured completely free nine-year compulsory education.

Secondary school stage is the main stage in students' educational life. According to Chinese educational system, students might hesitate on further study after secondary education. On one side, students can only study free during compulsory education stage (Law of People's Republic of China on Compulsory Education, 2006). The students with low socioeconomic status family will consider whether their family can afford further education fee or not. On the other side, the students must have a capable score on the final examination, which is also called the "National College Entrance Examination" (Gaokao). If students fail this final examination, they were rejected to continue formal education. Some of them might turn to vocational education; others might find a job in urban areas (after secondary education, their age is legal for finding jobs on the labor market).

In the past several decades, Chinese senior secondary students can only take college examination in their original household registration location. By the efforts of all Chinese people from different social hierarchies, the central government finally promulgated "Yidi Gaokao" policy (students can take college entrance examination not only in their household registration location, but also other cities) for migrant workers' children. Nowadays, almost all of the provinces and cities had implemented this policy.

For the most significant factor, national college entrance examination is the determinants on students' academic life. Thus every Chinese people, include

policy makers; educational experts, principals, teachers, parents and students were very concerned about it. Each year, the Ministry of Education Examination Center of China will issue the syllabus for “College Entrance Examination” of each subject. The main outline of this syllabus consists of the scope, objective, the requirement of college entrance examination (Ministry of Education of People’s Republic of China, 2016). The outline is slightly difference every year, and the main purpose of making those syllabuses is to guide the schools and teachers to cultivate appropriate people for future contribution in the society. Due to the final exam scores are almost the only evaluate criteria to be considered for school enrollment of Chinese students, thus the students’ academic outcomes related factors were much vital to be studied to help improve their academic outcomes.

2.2 Parental Migration in China

The parental migration phenomenon in China was originally from the rural-urban migration and Hukou system barriers (Chan, 1999; Sun et al., 2015; Beh and Ye, 2012). It was crucial to introduce how rural-urban migration and Hukou system pushed parental migration in Chinese social context, main ideas were described thoroughly in this part.

2.2.1 Rural-urban Migration in China

The Chinese rural-urban migration was called the largest migration in human history (Wang et al., 2015; Chan, 2008), which had become a common phenomenon in the 21st century (Zhao, 2015; Wang et al., 2015). Since the chairman of national military commission of People’s Republic of China (1977-1989), Deng Xiaoping, announced the “Reform and Opening up Policy” in December, 1978, Chinese economic was growing faster than ever before, and the changing of economic was further impact on almost all the fields in the society, such as, industry structures, politics, education, culture and everyday life.

During the reforming times, Deng has expressed a lot of influential advocates on economic reform. For instance, “bu guan shi bai mao hai shi hei mao, zhua zhu lao shu jiu shi hao mao.” (Whatever it is white cat or black cat, the one good at catching mice is the best); “yi bu fen ren, yi bu fen diqu, ke yi xian fu qi lai, bang zhu he dai dong qi ta di qu, qi ta de ren, zhu bu da dao gong tong fu yu” (It is better to help part of the regions and people to get rich first, and then we come back to help the left regions and people, later we can achieve the common prosperity goal gradually) (News of the Communist Party of China, 1980). At early 1980s, those speeches helped releasing and eliminating the concept of hierarchy that strongly paste on Chinese people since the old times, and also encouraged Chinese people to contribute their expertise, strength on the developing of the nation. As the first rich regions were concentrated in the main cities, such as Beijing, Shanghai, Guangzhou, and five special economic zones were set for developing in advance, those cities were Shenzhen, Zhuhai, Xiamen, Shantou and Hainan, most of those cities located in the eastern coastal areas of China (The Announcement of the Central People’s Government of the People’s Republic of China, 1979), which become the main places of migration destination cities in several decades after the economic reforms.

Based on Chinese Macroeconomic Data, the capita amount of arable land in recent china is 135.385 million hectares; the capita amount of arable land was ranked fourth in the world. However, the average per capita amount of arable land is only 0.08 hectares; the average per capita amount of arable land of Chinese people was ranked after 126, which was less than the half of average per capita amount of arable land in the world (Chinese Macroeconomic Data, 2014). While advanced technology and products were used on the limited average per capita amount of arable land, a large number of “Surplus Labor” idle down from agriculture productions (Judith et al., 1989; Jane et al., 2011). At that time, economic development was the main theme that flooding in the daily life of Chinese people. Because of the items of the “Reform and Opening up Policy” mostly focused on the development of eastern and coastal regions, and a large quantity of Chinese population were lived in the central inland and west areas as peasants. Due to the encouragement from the policy makers, many surplus labors on the agriculture field decided to move to the big cities

to earn better income and search a hopeful life for their families (Chan, 1999; Sun et al., 2015), those activities also had benefits on economic developing of the nation.

As previous researches mentioned, there were four main necessary conditions boost Chinese rural population flowed into urban areas, they were economic reform policy (Beh and Ye, 2012), income gaps (Fan, 2002; Chen, 2009), surplus labors (Chen, 2009) and migrant network (Chan et al., 1999). The economic policy refers to the announcement from government, which urged Chinese people to make their contributions on the national economic developing. Especially the “Reform and Opening up” policy declared by Deng Xiaoping. The income gaps refer to the wage difference between education level, urban and rural labor market, the characteristics of urban and rural workers and also gender difference on wage (Zhu, 2002). The surplus labors refer to the additional rural workers who were liberated from previous farming workers, for example, as economic reform had sharply improved work efficiency and the production, the number of required workers on farming had been declined, then some parts of the previous farmers had to confront the problems of idling down from the agriculture (Banister et al., 1989). Since China has successfully joined the World Trade Organization (WTO) in the year 2001, the requirement of labor markets in manufacturing sector had expanded, and it generated numerous job opportunities to absorb rural surplus labors (Wang 2008; Chan, 2008). Surplus labors were impulse by those opportunities, and then acceded to the migrant workers’ troops. The migrant network refers to the origin-based network for migrant worker to find a job. Generally, due to lack of link with the urban communities and labor market access regulation, migrant workers from the same original village or township have to find a job in urban area rely on the network relationship, such as kinship and friendship (Chen, 2009).

Those four main reasons had pulled and pushed a large amount of rural population migrated into urban areas. The causes of rural-urban migration appeared was exactly explained the characteristic of migrant workers. In this study, the definition of “Migrant Workers” is the people who moved from original regions (normally rural areas) to the other regions (normally urban areas or more developed regions) outside their household registration location for better job opportunities and stay there for at least 6 months. In the year of 2014, there were 273.95 million migrant

workers (National Bureau of Statistics of China, 2015). Because of the inferior status linked with urban communities and little support from formal labor market at the destination cities, to a great extent, around 70% rural migrant workers found jobs through their origin-based networks (Zhao, 2003; Chen, 2009). By the informal employment channels, the non-qualified rural migrant workers in cities had to take up the jobs with long working hours, low paid wages, and also exclusion from food subsidies, medical insurance and other social security scheme, and their accommodation were always in poor-quality (Murphy 2015; Zhu 2002).

2.2.2 Hukou System in China

In China, the rural migrant workers are called “nong min gong” (peasant-workers), which is based on their Hukou (Household Registration) status.

“Unlike population registration systems in many other countries, the Chinese system was designed not merely to provide population statistics and identify personal status, but also to directly regulate population distribution and serve many other important objectives desired by the state”(Chan et al., 2008).

Hukou system is indispensable in the management of migrant workers in China (Chan et al., 2008; Afridi et al., 2012). The Hukou system of China is an “inherited and birth-subscribed” mark of each Chinese citizen (Chan et al., 2008). The Hukou system of China consists of two parts: residential location and socioeconomic eligibility. The residential location was followed from father or mother, and the socioeconomic eligibility was categorized into non-agricultural (predominantly held by urban residents) and agricultural (predominantly held by rural residents).

In China, the distribution of education, health care, pension and other resources all depended on socioeconomic eligibility of the Hukou system (Chan et al., 1999; Afridi et al., 2012). Due to the situation on whether they migrant with their Hukou or not, the Chinese migration status were often distributed into two parts, the Hukou migration and the Non-Hukou migration. The one who belongs to Hukou migration, they can get the welfare as urban citizens did, while the certain part of Non-Hukou migrant workers, were often called as “floating population” in China (Beh and

Ye, 2012) were excluded by those benefits. It was undoubtedly that rural migrant workers did an indelible contribution on promoting the modernization of the cities and it also improved their life standard level in other words (Wang, 2008). However, under the limited urban resources and Hukou policy, those large amounts of “floating population” who did a great contribution on the developing of destination cities didn’t get the equal treatment and proper respects, especially, on the income inequality and social security section (Afridi et al., 2012).

During the last several decades, Chinese migration policies followed up the actual social situation, had been revised from very restrict periods, to acceptance, encouragement and facilitation periods (Wang 2008; Zhao, 2015). As restrained by the household registration system and lack of incentive of giving up farmland, most rural labors can’t permanently settle down in the destination cities (Chen, 2009), it was also not easy for them to make a decision on coming back their rural hometown, as there were no sufficient gainful employment and enough farmland for them to maintain (Chan, 2008).

There were more than half of the rural surplus labors were married before they migrated to urban areas (Pan et al., 2013), it was obviously that whenever they decided to work in other places, they have to take the education of their children into account. As migrant workers’ life was surrounded with dilemma situations and also because of the limited socioeconomic status, many migrant workers determined to migrant without taking their children together.

Analyzed from the data of All Women’s Federation in the year 2013, there were only 32% of migrant worker’s children moved with parents, the children number was around 29 million at that time, and about 61 million children which accounted 68% of migrant workers’ children were left behind by their parents. There were 11.71 million children, which accounted as 26.01% of the total children in China were compelled to separate with their parents when they were only 0-2 years old. In the national censuses data, there were 23.42 million left behind children younger than 6 years old. Due to Chinese education started from 6 years old, and nine-year compulsory education was implemented in the state, the data also illustrated that there were 29.48 million left behind children at the compulsory stage, which comprises of 19.53 million primary school students and 9.95 junior secondary school students. The

senior secondary stage students were 8.13 million among all the left behind children (All China Women's Federation, 2013). A table below is shown the left behind children's number in different educational level.

Table 2.1 The Number of LBC in Different Educational Level

Level of Education	Number of Rural LBC (million)	Number of Children (million)	LBC/Total Number (%)
0-2 years	11.72	45.06	26.01
Pre-primary	11.70	45.20	25.88
Primary	19.53	84.54	23.10
Junior Secondary	9.95	46.52	21.39
Senior Secondary	8.13	57.59	14.12
Total	61.03	278.91	21.88

Source All-China Women's Federation, 2013; The Sixth National Censuses of People's Republic of China, 2010

For the children who migrant with their parents, previous reviews used "migrant children" to call them, as their parents' actual situation in urban areas that mentioned above, it was very difficult for them to get the equal treatment from urban residents. Among all the migrant children, there were 31% of them attend the substandard migrant-run schools, except for the teacher quality and stability was out of control, the flexibility working situation of migrant workers were possibly affect migrant children felt boring and disengaged on learning (Murphy, 2015). Even there were 69% of the migrant children attended public schools (All China Women's Federation, 2013) in the urban areas. It was not a few strict requirements on the entrance interview they have to take. The migrant workers families who attended urban public school had to pay extra fee (Sponsorship Fee) and submit variety of required documents with complicated application procedures.

The discrimination from their peers and teachers was also very common (Wang et al., 2015; Murphy, 2015). Although the migrant children stay with their parents, but under the real condition of long working hours, low-paid jobs and poor-quality of accommodation, the migrant parents were unable to spare available time on

the education of their migrant children (Murphy, 2015). Considered the dilemma situation on education of migrant children, and the education system policy had been another assignable reason to push majority of the migrant workers left their children at their rural hometown (Wang et al., 2015).

China's Hukou system is an inherited and birth-subscribed" mark on Chinese people (Chan et al., 2008) and the impact of Hukou result was of course worked on Chinese education systems. According to the Hukou system, educational founding was distributed into each local administrative units of China, the finance of nine-year compulsory education from national government and local government was only provided according to the Hukou location. That means, only when the children get education in their own location of household registration, can they get the benefits and rights provided by the government and educational departments.

Gaokao (The College Entrance Examination) is the most important examination in Chinese students' schooling career, which should only be taken in their own household location for a long period in China. In other words, even the minority of the children migrated with their parents and get permission to the urban schools, if they wanted to have an opportunity to take higher education in the future. They have to go back their rural household registration location for taking the College Entrance Examination.

Accordance with the policy from Ministry of Education of the People's Republic of China, the College Entrance Examination in China was hold by province units, although the name of Gaokao was a national unified examination, all the Chinese high school students take that examination at the same time in the same day. Due to the different course contents in different regions, some provinces, municipalities directly under the central government started to use full or partial independent proportion papers since 2001, such as Beijing, Tianjin, Hunan, Anhui, Hubei, Fujian, Guangdong, Zhejiang, Jiangsu, Sichuan, Hainan and so on. Shanghai initiated the independent proportion papers much earlier than other areas, it begun from the year of 1985 (Ministry of Education of the People's Republic of China, 2014). At the same time a large amount of floating population exported from Sichuan, Henan, Anhui, Hunan and Jiangxi provinces to Beijing, Shanghai, Guangdong, Zhejiang and Fujian (Gourida, 2013; Chen, 2009; Chan, 2008). The different Gaokao

proportion papers between export areas and import areas became an obviously puzzle when they made decision on whether or when to send their children to get education in urban areas or rural hometown.

After weighing the pros and cons again and again, and by the means of ensuring the coherence of children's education, 68% of migrant workers' children were left behind to entry the schools in their Hukou location. The 61.03 million left behind children is counted as 38% of all the rural children and 22% of all the children in China (All China Women's Federation, 2013). It was not just a big number, as children are the foundation of the society; their life situation is related to the future development of the motherland. The views from the essay "Juvenile China Said" of Liang Qichao (a Chinese philosopher and reformist who lived during the late Qing dynasty and the early Republic of China) expressed this point, "shao nian qiang ze guo qiang, shao nian du li ze guo du li, shao nian jin bu ze guo jin bu" (The energetic of juvenile is the basis of social stability. The independent of juvenile is the forecast of social independence. The development of juvenile is the foundation of social development) .

2.3 Left Behind Children in China

The left behind children in China was originated from current parental migration phenomenon. As family is the basic social unit, it is significant to understand how parental migration affects the children who were left behind in their rural household registration locations.

2.3.1 Current Situation of Left Behind Children in China

"Liu shou" (Left Behind) in Chinese literal meaning is "ju liu xia lai kan guan" (Remain at the home state to take care of) (Modern Chinese Dictionary, 2012). Based on the definition of "liu shou", the definition of "liu shou er tong" (Left Behind Children) can be explained as the children who were remained at the home states. There were several definitions of left behind children in previous references. The term

“Left Behind Children” referred to children who stay at home when one or both of their parents relocated elsewhere to work for at least six months in the research of Duan and Zhou (2005). In a study, “Left Behind Children” was considered as the children whose parents left home to work for more than 3 months and whose caregiving was undertaken by others (usually grandparents or other relatives) (Lu et al., 2015). Other definition of “Left Behind Children” refers to those children who could not live together with their parents because one or both of the parents migrated to other areas, and left them behind in the place of their original residence (Zhang et al., 2015). Since the duration of parents’ moved elsewhere is belongs to the characteristic of parental migration status (Sun et al., 2015), not the characteristic of left behind children, this study will not intergrade the parental migration duration in the definition of “Left Behind Children”, but the age of “Left Behind Children” should be explained clearly.

The term of “Children” is defined as “A child means every human being below the age of eighteen years unless under the law applicable to the child, majority is attained earlier (“Convention on the Rights of the Child”, Article 1). From the report of “All China Women’s Federation” in 2008, they defined the age of “Left Behind Children” is below eighteen year’s old, that is ranged from zero to seventeen years old. As announced in Chinese Labor Law about the age of provisions of employment is 16 years old. To combine the Chinese context and definitions from others, this study defined the “Left Behind Children” as the children with one or both parents moved elsewhere and were left behind at the place of their household registration location with the age 16 or below 16 years old.

Take the different situation of parental migration status into account, the left behind children can be divided into three types: 1) Only father migration; 2) Only mother migration; 3) Both parents migration. (Sun et al., 2015; Beh and Ye, 2012). Accordance with the definition of “Parental Migration”, “Only father migration” refers to only father of the child moved from their original regions to the other regions outside their household registration location for searching jobs and left the child and mother behind. “Only mother migration” refers to only mother of the child moved from their original regions to the other regions outside their household registration location for searching jobs and left the child and father behind. “Both parents

migration” refers that both of the parents moved from their original regions to the other regions outside their household registration location for searching jobs and left their child stay at their rural household registration location.

Based on the sixth population census data, the number of Chinese peasant labors who migrated to urban area for working was reached 273.95 million in the year 2014 (National Bureau of Statistics of China, 2015). As a result of lacking parental custody, the left behind children were lack of properly guidance and establish on moral values of life in the duration of growing up (He et al., 2012). Due to the 61.03 million left behind children is counted as 38% of all the rural children and 22% of the total number of Chinese children, it means that in every five children, there might have one left behind children (All China Women’s Federation, 2013).

In the state of parental migration, the supervision duties of the parents existed in the name only. The results from previous reviews illustrated that parenting styles and parent-child interaction had an important impact on the well-being of left behind children (Lu et al., 2015). Positive parent-child relationship was also found to be main factors that affected children’s academic engagement and school performance (Collie et al. 2016; Fraide and King, 2013).

Due to the absence of parents, those large amount numbers of children had to stay alone or with other caregivers in their Hukou location. The problems of those 61 million children had gradually emerged, and finally became a big social problem, which could no longer be ignored.

In the year of 2004, some national newspapers, such as People’s Daily, Guangming Daily, China Youth Daily and also other multimedia had reported the situation of “Left Behind Children”, which aroused widely concerned from public, and a variety of reports started to response the call from this vulnerable group (Beh and Ye, 2012).

In the year of 2006, “China Youth Daily” posed a report named of “They are the most vulnerable people in present China”, according to the report, there were 57% of the left behind children in secondary school level had mental problems, and the longer parents working elsewhere, the more serious psychological problems they had (China Channel, 2006).

In the year 2013, three siblings from Nanchang city, Jiangxi province drowning death, they were brought up by their 71-year old grandmother, at that time their parents were working outside at Guangdong province which is 916 kilometers far away from their home (Shenzhen Satellite TV, 2013).

In January of 2014, a nine-year old boy suicide in washroom because his mother told him that she cannot come back for Chinese New Year holiday that year, also because he failed the final exam. His mother moved for working at other province for supporting his life after devoiced in the year 2012. The boy had to live with his grandmother from that time until the end (China News, 2014).

In the year 2014, another event got a huge shock in the public's attention, twelve girls were threatened and raped by school teacher in Bijie City, Guizhou province, eleven of them were left-behind children, and the youngest girl was only 8 years old, the oldest was just 13 years old (The Beijing News, 2014).

Except the security accidents that happened on left behind children, these vulnerable groups also faced up a great risk on psychological and behavior outcomes (Hu et al., 2014). Albeit the migrant workers in urban areas can save much more money for supporting their families, especially for the education fee and nutrition expenditure of their children (Davis et al., 2016), the remittance from migrant parents can help enhancing the family socioeconomic status and as well as the life quality (Men et al., 2012), however there still had a series of negative influences on the left behind children.

On one hand, by using the remittance from their migrant parents, children can get better healthcare facilities treatment and higher life standard than before. On the other hand, as lack of parental supervision, left behind children have lower level of self-regulated and self-protection awareness than their non-left behind peer who live with both parents (Pan et al., 2013; Men et al., 2012; Sun et al., 2015), the money might misused and it was not sure that without parents guidance, whether their attitudes towards money is correct or not.

To be left behind, the original complete family structure had changed, it was difficult for the children to expect living with both parents, and they had to live with part of the guardians, such as grandparent, one-side parent, other relatives or even just live by themselves (Hu et al., 2014). Under the inadequate parental care, the left

behind children were easily suffered from lower level of life satisfaction, self-motivation and higher level of helpless, loneliness, and sometimes they had the feeling of being abandoned by their parents (Men et al., 2012; Hu et al., 2014). Compared to non-left behind children, numerous researches illustrated that left behind children had higher risk on emotional adjustment when confronted new social environment or new social groups than their non-left behind children peers (Sun et al., 2015).

Owing to parental migration, the incomplete family structure had impeded face-to-face communication between parents and their children, while non-left behind children had more opportunities to talk with their parents. Su et al. (2012) revealed that versus non-left behind children, left behind had a lower level of life satisfaction and psychological well-being.

As non-left behind children stay with both parents, it was easier for them to ask help from their parents when they faced up some problems. Non-left behind children was found to have a higher level of parent-child communication, happiness and life satisfaction (Su et al., 2012; Sun et al., 2015), non-left behind children didn't have so much loneliness affection as their left behind peers. The research results from the research of Zhao and Yu. (2016), also figured out that left behind children had more mental health problems than non-left behind children.

Since the emerging of left behind children studies, the findings always showed that they experienced statistically lower health-related quality of life (both physical health and mental health) than non-left behind children (Huang et al., 2015; Jia et al., 2010). Several other references also revealed that parental migration was significantly related to increasing smoking and drinking alcohol behavior among left behind children. The rate of smoking behavior of left behind children was higher than non-left behind children, and left behind children was found to smoking much earlier than non-left behind children in age (Yang et al., 2016; Sun et al., 2015).

Owing to the inadequate parental care, the fact of uninterested in life and unwilling to communicate with others was appeared on left behind children (Dai et al., 2016). Among left behind children, girls reported to have a higher emotional reflection on parental migration than the boys, such as anxiety, and the boys reported to have a higher level on behavior reflection on parental migration, such as hyperactivity in previous references (Dai et al., 2016).

In some reviews, the children who were left behind in a very young age and have experienced a long periods without parental care, they might have more challenges on emotional and behavioral problems (Fan et al., 2010; Ren et al., 2016). Some researches indicated that the educational level and socioeconomic status of their primary caregivers were revealed to associate with children's psychological well-being (Sun et al., 2015; Guo et al., 2015; Wen et al., 2014). There were a few articles revealed that the quality of parent-child relationship and teacher-student relationship had a significant impact on the depression of left behind children, negative parent-child relationship had more influence on the depression of left behind children than teacher-student relationship did (Guo et al., 2015).

There had a great quantity of researches studied about the security, health and psychological problems of left behind children, but fewer articles talked about their education and related schooling factors of left behind children on willingness of learning. As a result of one research on the dropout of secondary students through four provinces of China, the dropout rate of secondary level was as higher as 63%, and the researchers revealed that the lower level of academic performance, socioeconomic status, poor mental health and higher risk on educational opportunities had the direct correlation with it (Shi et al., 2014).

Due to the current predicament on left behind children, some studies started topics with sympathetic to them, but it might provoke children's resentment. That is human nature to have some affective and behavior reaction when lost the direct attachment from their parents. As the left behind children are the products of the modern times (Xu et al., 2013), the government had a great responsibility on solving their problems.

2.3.2 Left Behind Children in Wuhan, China

Wuhan is the capital of Hubei province and also the most populous city in Central China. Hubei province is located in the Central China region, the total land area is 185,900 k m² (71,800 sq. mi), it takes up 1.94% of China, Hubei province consist of 13 prefectures, 102 counties and 1,235 townships. As the capital city, Wuhan has a total land area of 8,494.41 km² (3,279.71 sq. mi), the population was 10,607,700 (National Bureau of Statistics of China, 2016).

The government of Wuhan city was very respect scientific knowledge. There were 80 universities and colleges in Wuhan city, which absorbed 966.4 thousand undergraduate students and 107.4 postgraduate students. Wuhan was ranking at third for the number of university and college in China, and the first two cities were Beijing and Guangzhou with 91 and 82 universities and colleges respectively in the year of 2013 (Statistic Report of National Economy and Social Development in Wuhan, 2013).

Wuhan has direct jurisdiction thirteen districts, it consist of seven central distracts and six suburban and rural districts, the seven central districts are: Jiang'an Distract, Jianghan Distract, Qiaokou Distract, Hanyang Distract, Wuchang Distract, Qingshan Distract and Hongshan Distract. The six sub-urban and rural districts are Dongxihu Distract, Hannan Distract, Caidian Distract, Jiangxia Distract, Huangpi Distract and Xinzhou Distract (National Bureau of Statistics of China, 2016). Wuhan location in Hubei province is shown in the figure as follows:

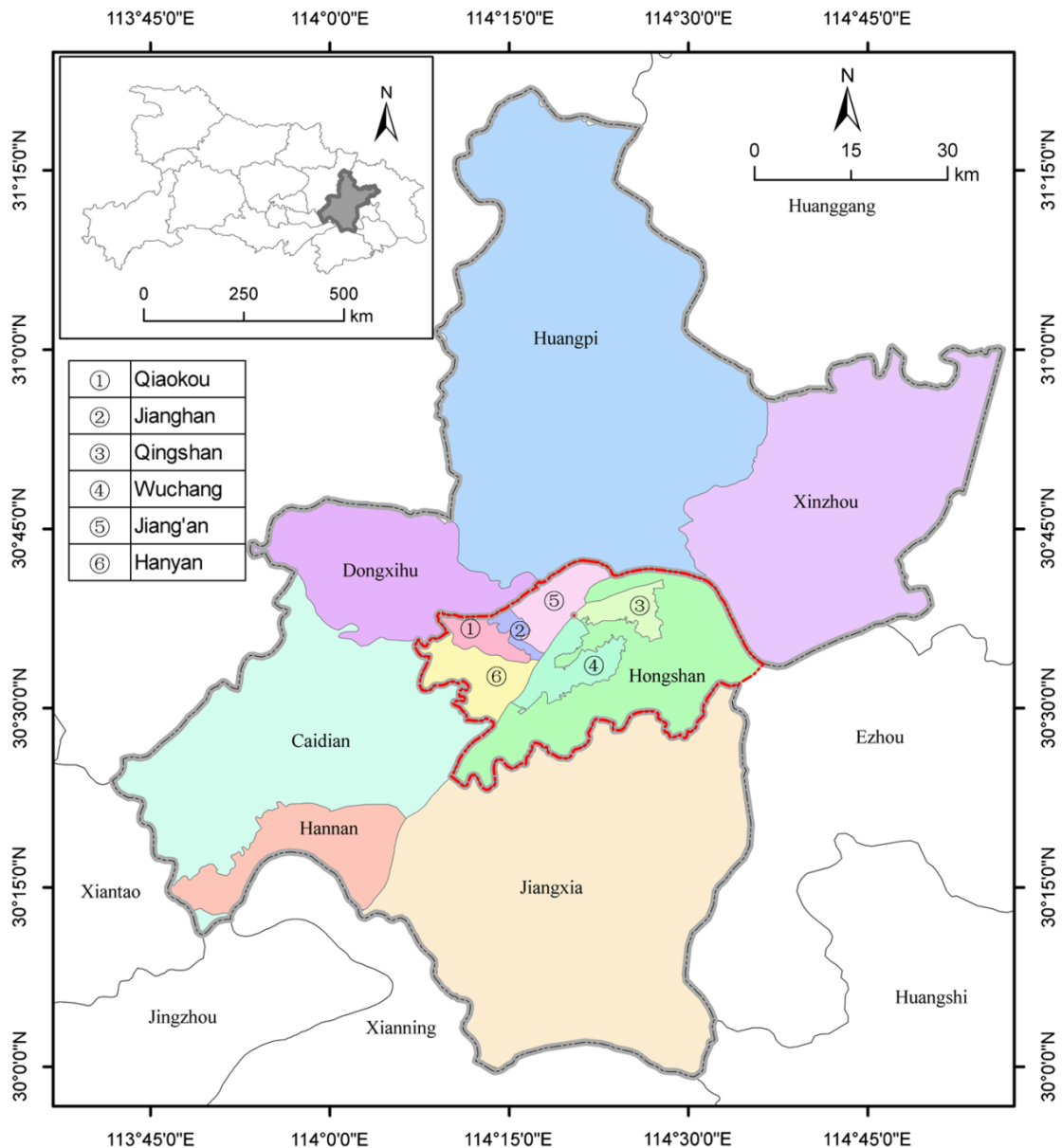


Figure 2.3 The Location of Wuhan in Hubei Province

Source <http://spiedigitallibrary.org/index.aspx>

Based on the survey of Bureau of Statistics of Hubei Province, in the year of 2014, there are totally 365 junior secondary schools with 306,581 students in Wuhan cities (Bureau of Statistics of Hubei Province, 2015). Result from rural-urban migration, there were 42,556 left behind children in Wuhan city (boy 23,509; girl 19,047). Women’s Federation of Wuhan showed that all left behind children in Wuhan city came from the six sub-urban and rural districts (Women’s Federation of Wuhan, 2013).

According to Women's Federation of Wuhan in the year 2013, Xinzhou district has 19,337 left behind children; it held the largest number among those six sub-urban and rural districts, which accounted as 45.4% of all left behind children in Wuhan city. Among all the six suburban and rural districts, Huangpi district had 17,672 left behind children; it took the second largest number in those sub-urban and rural districts, which was accounted as 41.5% of all left behind children in Wuhan city. There were 2,980 left behind children in Jiangxia district that ranked third on left behind children number among those districts, Caidian district and Hannan district had 1,535 and 816 left behind children respectively. As Dongxihu district is next to four of the central districts, the convenient transportation and resources offered from local government, it had the smallest number of left behind children, which is 216 children and it accounted as only 0.5% of the whole left behind children in Wuhan city.

The number of left behind children in the six sub-urban and rural districts will be clearly showed in the Table 2.1 as below:

Table 2.2 The Number of LBC in Six Sub-urban and Rural Districts of Wuhan, China

District	Dongxihu	Hannan	Caidian	Jiangxia	Huangpi	Xinzhou	Total
Number	216	816	1,535	2,980	17,672	19,337	42,556

Source: Women's Federation of Wuhan, 2013

The data from Women's Federation of Wuhan also illustrated that there were 19,280 left behind children in the age of 7-12 years which accounted 45% of the left behind children in Wuhan city, for the children in the age of 13-15 years, there were 7,860 left behind children which took up 18% of left behind children in Wuhan city. It means the number of left behind children at compulsory education stage was reached up to 63% (Women's Federation of Wuhan, 2013).

According to the article 5 of Compulsory Education Law of the People's Republic of China, the compulsory education system in Hubei province is six years primary schooling and three years junior secondary schooling. The law also provided the age of children in the stage of compulsory education.

“All children who have reached the age of six shall enroll in school and receive compulsory education for the prescribed years, regardless gender, nationality or race. In the areas under limited conditions, the beginning of schooling can be postponed to the age of seven” (Compulsory Education Law of the People's Republic of China, Article 5).

As the national population censuses reported that there were 273.95 million migrant workers in the urban regions of China in 2014 (Nation Bureau of Statistic of China, 2015), their left behind children, especially the secondary school stage children were in high risk on course failure and easily dropout from the school (Shi et al., 2014). Previous research revealed that the secondary level students in rural district of China had over 63% school dropout rate (Shi et al., 2014). Because of secondary students are in the important transition time of childhood to adulthood, their characteristics are not stable and mature. Whereas parental migration made their growth process lack of guide, that might the undeniable affected factor on students' dropout (Shi et al., 2014). Thus, the participants of this study were selected from the junior secondary school stage students in the suburban and rural districts of Wuhan city to study their academic engagement.

In the academic year of 2016-2017, there are totally 119 junior secondary schools with 83,073 junior secondary school students in the six sub-urban and rural districts of Wuhan city. Among those districts, Dongxihu district has 14 junior secondary schools with 12,423 students, Hannan district has 6 junior secondary schools with 5,100 students, Caidian districts has 26 junior secondary schools with 14,340 students, Jiangxia district has 21 junior secondary schools with 12,090 students, Huangpi district has 27 junior secondary schools with 20,100 junior secondary school students and Xinzhou district has 25 junior secondary schools with 19,020 students (Bureau of Statistics of Hubei Province, 2016).

Table 2.3 below is shown the number of junior secondary schools and students in six sub-urban and rural districts of Wuhan city.

Table 2.3 The Number of Junior Secondary Schools and Students in Six Districts of Wuhan

District	Dongxihu	Hannan	Caidian	Jiangxia	Huangpi	Xinzhou	Total
School	14	6	26	21	27	25	119
Student	12,423	5,100	14,340	12,090	20,100	19,020	83,073

(Source: The Sixth National Censuses of People's Republic of China, 2010; Ministry of Education of Wuhan, 2016)

Along with the increasing number of migrant workers and left behind children, the social and educational problems emerged continually, and Chinese government had implemented a series of policies on the education of migrant workers' children.

2.3.3 Policy Development and Response

According to previous studies and the current social situations of migrant workers and their children, Chinese Educational Administration Department was promulgated several educational policies to solve those problems through the internal rural-urban migration periods (Wang, 2012; Li, 2015).

To extent, what the efforts of government did, really alleviated educational problems of migrant workers' children, the academic reports and educational policies also played a positive role on promoting the education problems of migrant workers' children. In April 12, 1986, "The Compulsory Education Law of the People's Republic of China" was promulgated on the Fourth Session of the Sixth National People's Congress. From 1986 to 2000, this policy promoted the improvement of educational situation in current China, The aim of implementing the Compulsory Education Law is to protect the right of school-age children. Juvenile can accept the compulsory education, and it can help improve the citizen quality of the whole nation. Compulsory education is mandatory and free, such character is a big gospel for the children in rural areas in China.

The adapted Chinese Constitution in 1986 provision that the school-aged children, teenagers who have People's Republic of China nationality, regardless of gender, ethnicity, race, family, property status, religious belief, shall have equal rights to Nine-year compulsory education, attending compulsory education is not only responsibilities but obligations for Chinese citizens. Even the current inferior situation of parents' migration cannot prevent the left behind children to participant themselves from getting education. Previous researchers reported that even the left behind children lack of parents supervision, there were still 56% of left behind children indicated that learning was the most important mission of their current life and 28% of them talked about the family relationship is most important in their current life (Sun et al., 2015).

The laws of minors on human rights and education were implementing at the same time when left behind children emerged, "The Law of the People's Republic of China on the Protection of Minors" was promulgated in September 4, 1991. The aim of this law was to protect minor's healthy growth and construct social harmony. Both of the laws have been revised in the year 2006 to test the results of the laws and also improved the shortcomings to fit the changing times. It was obvious that the living and education conditions on left behind children are much better under the efforts of the government and social forces in recent years. However, it still cannot solve the problems of the left behind children from the roots (Lin and Yuan, 2007). In the year of 2008, a few representatives of the People's Congress of China put forward that in order to solve the educational problem of migrant workers' children in urban regions, the main contradiction should be solved was to reduce the barriers from Hukou system and unequal educational resources between local and non-local citizens. After two years' discussion and research, the Ministry of Education of People's Republic of China introduced "Yidi Gaokao" (a national policy to enable the migrant workers' children to take the "National College Entrance Examination" in the cities where their parents work) the first time in the December of 2010 and several regions, such as Shandong Province, Hunan province and Chongqing, the direct-controlled municipality of China become the pilot sites.

In July 2012, the Ministry of Education of People's Republic of China issued the "Yidi Gaokao" policy into the formal document called the twelfth Five-year

Plan of National Education Development. From the announcement of this policy, only in line with the basic requirements, such as, the required duration of parents' stable work, paid all kinds of insurance in the destination cities, migrant children studied in the destination cities reached required years, the local cities need those kind of industry groups and so on, those kind of migrant workers' children who matched conditions could get opportunities to take the national college entrance examination in the cities where their parents work (Ministry of Education of People's Republic of China, 2012). After promulgated this policy, Beijing, Shanghai and Guangzhou continually carried out the policy. Until 2014, there were 27 provinces and regions had carried out the "Yidi Gaokao" policy (Ministry of Education of People's Republic of China, 2014). Guangdong province absorbed the largest number of migrant workers in China, was finally put forward the "Yidi Gaokao" policy throughout whole regions in 2016 (Ministry of Education of People's Republic of China, 2016). The promotion of "Yidi Gaokao" policy had provided a great convenience for the migrant workers' children. This policy provided a possible condition for the left behind children to move with their migrant parents.

To some extent, those series of policies promulgated by the related educational administer apartments of China improved the quality of basic daily life on migrant workers' children. However, for the left behind children part, the absence of parents impacted on the children just like a big hole on their heart, this kind of harm is never able to remedy. Even there was a lot of researches emphasis the inferior situation of left behind children, most of them talked about left behind children's psychology problems, healthy problems, security problems, living environment, school environment and etcetera (Zhang, 2006; Liu, 2016). The topics about parent-children relationship, academic performance, students' engagement, and parental migration impact on students' academic engagement were seldom mentioned. Most research results revealed that under the absence of concerning and caring from family members, there were a lot of negative behavior and emotions generated on left behind children (Li et al., 2016; Sun et al., 2015; Dai et al., 2016; Fan et al., 2010). The results from previous reviews mentioned that 56% of the left behind children indicated that learning was the most important thing in their current life (Sun et al., 2015), it

might be meaningful to study the topic on left behind children's learning activities, especially students' academic engagement.

Students' academic engagement was positive correlation with their academic achievement and study success (Schlenker et al., 2013; Ketonen et al., 2016), students' academic engagement and performance was closely linked to their decision on further schooling (Chen et al., 2013). A lot of researches indicated that interpersonal relationship (Collie et al., 2015), such as parent-child relationship (Green et al., 2007), teacher-student relationship (Chen et al., 2013) and peer relationship (Mauro, 2014; Fraide et al., 2013) were positive correlated with academic engagement. Among all those relationship, parents had the most significant impact on children's education and daily life. This research focused on studying students' academic engagement level under different children status types and parental migration status types. The concepts and theories of academic engagement was figured out in the next section.

2.4 Concepts of Students' Academic Engagement

In China, the tenet of "zhi shi gai bian ming yun, jiao yu cheng jiu wei lai" (Knowledge changes our fate, Education benefits our future) influenced generation after generation of Chinese people. However, with parental migration, the left behind children who live in the rural location were liable to disengagement in learning and easily dropout from schooling (Chen et al., 2013).

Most previous studies focused on the challenge of psychological well-being, security and health problems on left behind children, only a few of the studies talked about students' academic competence, and educational expectations on left behind children (Wright et al., 2014), while barely researches investigated the academic engagement of this vulnerable group. Due to academic engagement was the key element, which can predict students' learning attitudes and latent school dropout (Chen et al., 2013), the conception of academic engagement was deeply reviewed in this part.

2.4.1 Definition of Students' Academic Engagement

Academic engagement refers to the personal value and motivation in studying (Ketonen et al., 2016), and emotional experience of self-regulate on intention and competence for learning. To improve students' academic engagement, educators and policymakers need to understand what academic engagement is and how to measure it. The multidimensional engagement of students usually comprises of school engagement, students engagement and academic engagement (Fredricks et al., 2011). Those dimensions have slightly difference on the students' activity domain. Student engagement contains of school engagement and academic engagement, it focused on the overall involvement and the sense of belonging of students on their educational life (Fredricks et al., 2005). School engagement is emphasis on students' willingness and affection of attending school activities (Fredricks et al., 2005). Academic engagement was concern more about student's learning activities on course subjects and the feeling about their classmates and teachers (Suárez-Orozco et al., 2009).

A substantial number of reviews revealed that academic engagement was direct and indirect influenced the academic achievement and study success (Schlenker et al., 2013; Ketonen et al., 2016) and left behind children predicted to have a high level of risk on school dropout especially during the transition period, so it was significant implication to study the topic of academic engagement for educators and policymakers at large (Tolinski, 2015). The academic engagement and outcomes played an important role in students' schooling periods (Chen et al., 2013). Positive academic engagement was found to be an important predictor of students' academic success, and negative academic engagement was statistically related to course failure and school dropout (Mauro, 2014; Chen et al., 2013).

Academic engagement was the main predictor on students' positive academic performance and competence (Schlenker et al., 2013). Maulana et al. (2012) reported that positive affection and self-regulation in daily life benefited emotional and behavioral academic engagement and outcomes. For the cognitive engagement dimension, the cognitive engaged student generally had their personal values and learning goals (Skinner et al., 2008). Due to the student academic outcomes, personal values are very important on children's learning progress and future life. It seems that

to find ways on enhancing the academic engagement of students is imminent for educators and policymakers.

In contrary to engage on learning activities, academic disengagement is also very common during students' academic life. Under the situation of parental migration, students might lack of support from their family. The left behind children were revealed to get disengagement on their study much more frequently than their non-left behind peers (Tolinski, 2015). A student who was in the status of disengagement always behaved exhaustion, lack of interest on studying, lack of regulation on learning and gave up easily (Nurttala et al., 2015). Disengagement illustrated a high risk of course failure and dropout (Mauro 2014; Chen et al., 2013), it emphasized that academic engagement plays an important role in students' schooling life.

Integrated from previous researches, the affect factors on academic engagement can be clarified into school environment and family environment (Zhang et al., 2011) and personal characteristics (Elmelid et al., 2015). The school environment consisted of school climate and classroom environment (Cornell et al., 2016). The family environment included parent-child relationship, family socioeconomic status (Fraide et al., 2013; Mauro 2014). Personal characteristics consist of personal temperament and their behavioral habits. In addition, as participants of this study included left behind children and non-left behind children, students' academic engagement level might significant difference under the different parental migration status.

Previous researches also reported that the situation of lacking parental care had a negative correlation with left behind children's academic engagement (Chen et al., 2013; Tolinski, 2015). To extent, the feeling of connectedness with social relationship, especially parent-child relationship, had a significant effect on students' engagement (Mauro 2014; Furrer and Skinner 2003). Supportive relationship was considered to increase the engagement of students in studying (Green et al, 2007), especially the supportive parent-child relationship of left behind children in the rural regions. However, because of left behind children didn't live with their parents, the current inferior situation let the left behind children had a lower level of engagement in learning than their non-left behind peers. As they were children, their personal

characteristics were mostly inherited from family members. Parental migration status was closely related to family environment and students' personal characteristics (Chen et al., 2013, Martin & Dowson, 2009).

2.4.2 The Dimensions of Academic Engagement

Previous references mentioned that even students attend class regularly, unless they were engaged with learning activities, their academic life should not be considered as real studying (Nurttala et al., 2015). Engagement is considered as the quality of a student's connection or involvement with the endeavor of schooling and willing to enjoy with people, activities, goals and values (Skinner et al., 2008). It clarified the engagement into two parts: learning involvement and communication involvement in the definition. Related to the definition of engagement, academic engagement in this study was understood as personal value and motivation in studying and emotional experience of self-regulate on intention and competence for learning.

To clarify the dimensions of academic engagement, one article used academic aspiration and school-liking to measure the academic engagement on the migrant workers' children (Chen et al., 2013). Energy, dedication and absorption were treated as three dimensions in a research for further study on students' competence and optimistic (Nurttala et al., 2015). The dimensions of academic engagement such as behavior engagement, emotional engagement (King et al., 2015; Furrer and Skinner 2003; Fredricks et al., 2004) or affective engagement (Finn et al., 2012; Fredricks et al., 2004), disruptive behaviour (Shim et al., 2016) and cognitive engagement (Collie et al., 2016; Hakimzadeh et al., 2016; Mauro 2014; Fredricks et al., 2004) were common used in previous studies. Based on the widely used measurement from previous literature and also considered the situation of the selected participants of this study. The certain three dimensions of academic engagement will follow by previous researchers Fredricks et al. (2004) in this study, in which the academic engagement was categorized into three dimensions: behavioral engagement, affective engagement and cognitive engagement (Fredricks et al., 2004).

Every student has their own personalities and learning styles in the school. Scholar revealed that some students were working very hard, but still had lower learning outcomes. In this case, the students might only engaged in learning behavior,

but not engaged in emotion and cognition. Behavioral engagement refers to students' efforts in the academic tasks, attendance and paying attention in the classroom, participate class and school activities (Josephine et al., 2012; Suárez-Orozco et al., 2009; Simons-Morton et al., 2009). In general, the behavioral engagement can also be identified as students' classroom participation and involvement on learning activities (Fredricks et al., 2004). If students disengagement in behavior, they might absence of class erratic, inattention or hyperactivity in the classroom, even can't complete assignment in time (Fredricks et al., 2011).

Affective engagement refers to students' feeling about school, teachers, peers and coursework (Collie et al., 2016), as well as a sense of belonging in the school and learning attitude (Archambault et al., 2009; Simons-Morton et al., 2009). "Emotional Engagement" had also been used to describe this construct in substantial references (Hart et al., 2011). Previous references revealed that positive or supportive relations with peers, teachers and family members were predicted to have positive affection on learning and belonging in the classroom and school (Fredricks et al., 2011), positive affection about learning and convenient school climate was positively correlated with students' academic engagement and performance (Green et al., 2008; Cornell et al., 2016). For instance, the affective engaged students might have a positive sense of belonging in the school, enjoy their learning and also feel comfortable when they involved in the classroom activities.

Cognitive Engagement refers to the investment, self-regulate in learning and measurement on academic goals (Appleton et al., 2008; Collie et al., 2016). The cognitive engaged students were likely to solve problems related to learning, prefer to work hard and positively deal with the failure they faced. Higher cognitive engagement manifest higher level of involvement on learning, even more efforts would make on mastering new knowledge and skills which purpose on improving academic performance (Fredricks et al., 2011).

Albeit the three dimensions were separately analyzed in different aspects of students' academic activities, it was actually working together in their academic life experiences. The combination status of three dimensions can result a positive learning outcomes.

2.4.3 Measurement of Students' Academic Engagement

In order to measure the level of students' academic engagement, a student self-report questionnaire according to the researches of Fredericks et al. (2004) that consist of 18 items with three components of academic engagement was used. Academic engagement consists of behavioral engagement (4 items), affective engagement (7 items) and cognitive engagement (7 items). Each item was analyzed to check its reliability by using Alpha Cronbach's Coefficient method (1951). If the coefficient score of each component is equal or higher than 0.7, the reliability of the instrument is considered to be suitable for this study. All the items have five degree of perceptions based on 5-point Likert's scale, which ranges from highest, high, moderate, low and lowest with specify scores 5, 4, 3, 2,1 respectively.

In-depth interviews were also conducted to explore students' academic engagement. Different types of students participated in the interview, there were non-left behind children, only father migration children, only mother migration children and both parents' migration children types.

2.5 Parental Migration on Students' Academic Engagement

The concept of student' academic engagement had been focused on concerning their academic success and school dropout (Veiga et al., 2012). Engaged students were always activity involved in their study and completing required assignments well. In contrary, disengaged students were normally dislike academic tasks, and skipping for the class attendance, they were easily dropout from school (Suárez-Orozco et al., 2009). Previous literature revealed that family context related factors had direct or indirect changed students' academic engagement (Martin & Dowson, 2009; Libby, 2004). It could not to be neglected that the specific situation of students' parental migration status had a profound effect on their academic engagement and school outcomes (Chen et al., 2013; Ngiyen, 2016; Wright et al., 2014).

Parental migration is a common phenomenon in current China, and there were a large amount of left behind children can't get daily contacts with their parents.

Most of migrant workers went to urban regions for searching better life, because they were under economic pressure on supporting their family and children's education (Chan, 1999; Sun et al., 2015). Home environment was also found to positively affect students' academic motivation, engagement and achievement (Garn et al., 2010). However, owing to a low socioeconomic status, the children who were left behind by their migrant parents were found to have a lower level of competence on social communication than their non-left behind peers (Jia et al., 2010).

The role of parents was significantly shaping children's perception of the world, because children learned how to communicate with others were normally followed by their parents' communication styles (Maximo et al., 2011). Parent-child connectedness and parenting styles had also been identified as main factors on predicting students' academic aspiration, educational progress and academic engagement (Hay et al., 2016). The lower family socio-economic status prohibited parents involved in their children's education (Libbey, 2004, Hay et al., 2016), which further damaged students' academic engagement (Wang et al., 2016).

Numerous literatures investigated that parental involvement was predicted on rousing children's educational expectation, academic engagement and performance (Zhao et al., 2014; Fan & Williams, 2010; Mutodi & Ngirande, 2014; Chowa et al., 2013). Parental involvement extremely encouraged children engaged at home and classroom activities, which positively promoted students' personality and their mental health (Zhang et al., 2011). Parental absence was found to have negative impact on children's psychological well-being (Chen & Ling, 2016). In fact, students' academic engagement needed parents' emotional support. Chen et al., (2013) revealed that parent's emotional support and expectation was positively predicted to robust students' academic engagement and achievement.

However, compared to their non-left behind counterparts, left behind children had less frequently contact with their parents. Previous references revealed that because of parental migration, loneliness was the most common experience of left behind children, and they were also found to have lower life satisfaction than their non-left behind classmates (Su et al., 2012). Elmelid et al. (2015) illustrated that depression symptoms and anxiety were also found to be common in left behind

children group, which were negatively associated with students’ academic motivation and engagement.

Due to the main mission of students’ current life was learning, parental migration status were also the incentive factors that result in students’ course failure (Zhao et al., 2014). Because of students’ school performance had a closely correlation with their future schooling process in China. In this facet, parental migration status and students’ academic engagement were playing an important role in students’ social life and academic life (Schlenkeretal., 2013; Ketonen et al., 2016). Here is a figure to illustrate the related factors of parental migration status as follow:

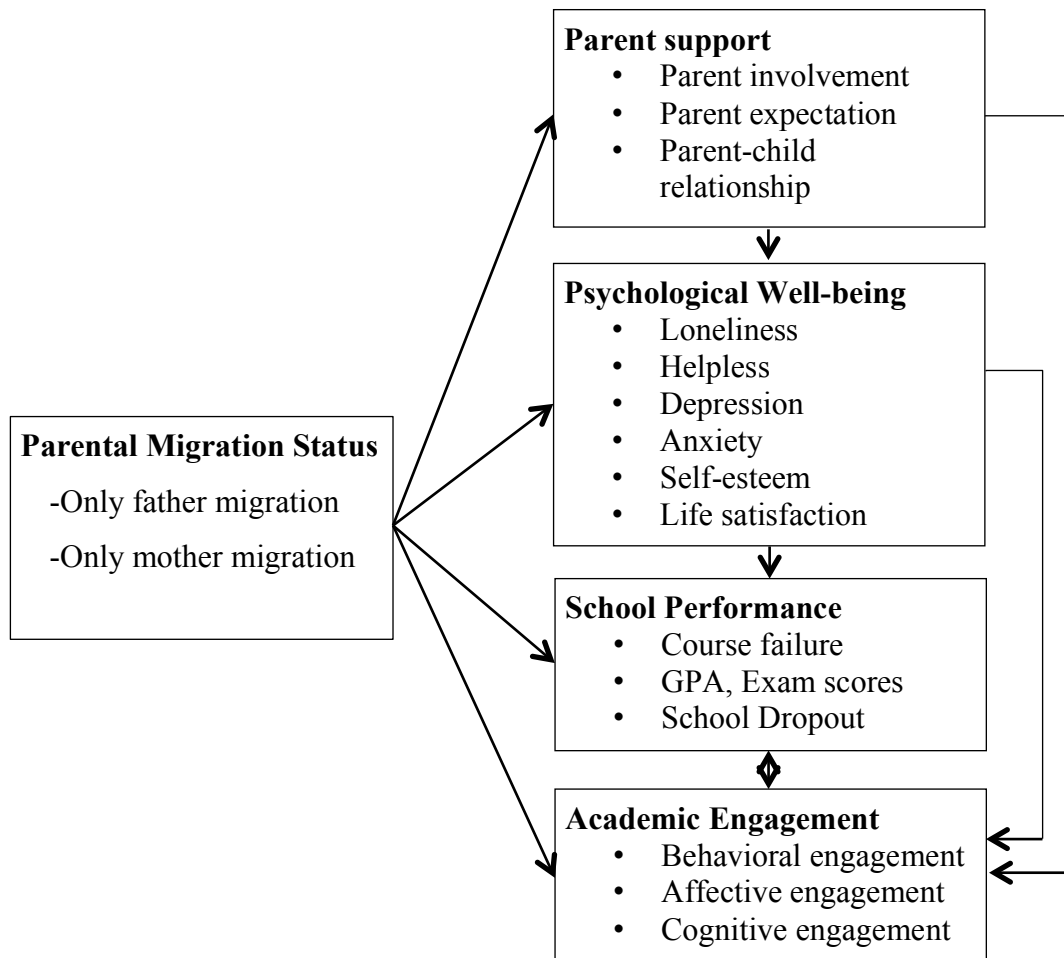


Figure 2.4 The Related Factors of Parental Migration Status

In conclusion, due to parental migration, most of the left behind children had a lower level of socio-economic status families (Libbey, 2004). Owing to the

reason that lack of parent-child connectedness (Hay et al., 2016), and confronted high risk of emotional resource, such as feeling loneliness, depression, anxiety, etcetera. (Elmelid et al., 2015), they were easier to disengage in attending school and involved in class discussion. The low level of parental educational expectation and involvement (Fan & Williams, 2010; Mutodi & Ngirande) also impeded their interest on learning. The sequel by parental migration on left behind children was strongly correlated with children's academic engagement.

2.6 Related Researches

Reviewed from several related articles, the result sorted that students' academic engagement was the main factor that directly and indirectly influenced students' academic performance and study success (Schlenker et al., 2013; Ketonen et al., 2016). Academic performance and learning outcomes were significant in students' academic life, especially in China. Due to the current educational system, the selection of admission for Chinese students depends on student's final exam scores, and the course failure or success was the extremely determining factor on students' future education life (Ketonen et al., 2016). For the left behind children at the stage of junior secondary school, if they had higher scores on school subjects, they had more opportunities on accessing higher education; otherwise, they were easily dropout from school and enter into their parents' migrant troops. Academic performance had a particularly function in students' academic career and even influences students' future life styles, as academic engagement was the main predictor on students' school outcomes and dropout, thus, to improve students' academic engagement can directly or indirectly result in academic performance development (Schlenker et al., 2013).

Academic engagement comprised of students' learning actions, feelings, sense of belonging and self-regulations (Fredricks et al., 2011). It contained students' behavioral engagement, affective engagement and cognitive engagement (Fredricks et al., 2004). The level of academic engagement of left behind children was complicated to figure out clearly, because of different types of parental migration status. And some

researches only compared students' engagement between left behind children and non-left behind children (Sun et al., 2015).

The factors that affected students' academic engagement were ranged from surrounding environment to the interpersonal relationship with parents, teachers and peers (Martin and Dowson, 2009; Wang and Eccles, 2013). Most references argued that positive interpersonal relationship predicted positive academic outcomes, including academic engagement, higher scores and willingness on further schooling (Fraide et al., 2013; Collie et al., 2016). However, owing to parental migration, left behind children was lack of parental supervision and had a low level of parental educational expectation on them (Wright and Levitt, 2014). Zhang et al. (2011) proved that family socioeconomic status was significantly influenced students' engagement and their intrinsic motivation on learning. Several other references mentioned that parental migrant families had lower socioeconomic status than non-parental migration families (Hart et al., 2011; Hay et al., 2016).

Fan and Williams (2010) revealed that parent's involvement was a quite important predictor on students' academic engagement and motivation. Positive parent-child relationship usually accompanied with children's joyful in their school life. Positive affection in school and the time of getting along with parents increased students' academic engagement and motivation levels anyway (Tanaka et al., 2011). However, left behind children seldom had opportunities to let their parents involve their learning activities. Zhao et al., (2014) illustrated that parental involvement can marginally reduce students' math score and particularly jeopardized their children's future life. Fan and Williams (2010) also reported that parental involvement had a strong positive correlation with students' engagement and their intrinsic motivation.

Parental migration damaged students' affection in different facets, such as their emotional adjustment (loneliness, depression, self-satisfaction, anxiety) and other mental health problems (Sun et al., 2015; Zhao and Yu, 2016), smoking and alcohol behavior (Yang et al., 2016), poor education inspiration (Chen et al., 2013). Parental migration was found to have negatively related to students' academic engagement and schooling outcomes (Intemann and Katz, 2014; Chen et al., 2013; Nguyen, 2016).

Here is a table to summarize the related researches on students' academic engagement, which is shown below:

Table 2.4 Summary of Related Researches on Students' Academic Engagement

Researchers	Independent variable(s)	Dependent variable(s)	Methodology	Finding(s)
Schlenker et al., 2013	Academic Engagement	Academic Performance	Quantitative	The measure of engagement improved the prediction of grades even after controlling for high school GPA and SAT scores, and accounted for about as much variance as they did.
Ketonen et al., 2016	Academic Engagement	Study Success	Quantitative	Engaged students received the highest grades, with disengaged and undecided students performing most poorly. In addition, the profiles were related to the behavioral indicators of engagement (i.e., ECTS credits).
Zhang et al., 2011	Socioeconomic Status	Academic Engagement	Quantitative	Socioeconomic Status (SES) was found to have a positive impact on student's engagement achievement at school.
Martin & Dowson, 2009	Interpersonal Relationship	Academic Engagement & Achievement	Quantitative	High-quality interpersonal relationships functioned effectively in students' academic engagement and achievement.
Zhao et al., 2014	Parental Involvement	Academic Engagement & Achievement	Quantitative	Results indicated that having migrant parents could marginally reduce a child's math score rank by 15.60%, which implies that the current economic growth in China partially jeopardizes the future of the next rural generation.
Fan & Williams, 2010	Parental Involvement	Student Engagement & Intrinsic Motivation	Quantitative	Results showed that both parents' educational aspiration for their children and school-initiated contact with parents on school issues had strong positive effects on student's engagement and motivation.
Nguyen, 2016	Parental Migration	Children' Health & Education	Quantitative	Parental absence at home result that they paid less attention and care on their children's health and education. The negative effect on children tends to be higher for long-term parental migration than short-term parental migration.
Chen et al., 2013	Parental Migration	Academic Engagement	Quantitative	Parental support in linking with teacher support was correlated with children's school-liking and parental and teacher expectations significantly related to children's academic aspirations.

Table 2.4 Summary of Related Researches on Students' Academic Engagement (cont.)

Wright et al., 2014	Parental Absence	Academic Competence, And Expectations	Quantitative	Parental absence was related to economic hardship and hardship was linked directly to academic competence and indirectly to both competence and expectations through school support.
Elmelid et al., 2015	Depression & Anxiety	Academic Engagement	Quantitative	Depressive symptoms were negatively associated with academic engagement, while anxiety was positively related to academic engagement in both genders. The negative association of depressive symptoms with academic engagement may be potentially decreased by attachment to school.

This study focused on studying the academic engagement of junior secondary school students, which include left behind children and non-left behind children. As left behind and non-left behind children originated from parental migration status, this study purposed on finding the difference academic engagement levels between those two groups and also between the three types of parental migration status in the target suburban and rural districts of Wuhan, China.

CHAPTER III

METHODOLOGY

The research methodology was described in this chapter. It begins with research design at section 3.1 and section 3.2 presents the population and sample. Section 3.3 will elaborate the research instruments. The quality of research instruments was stated in section 3.4. Data collection was introduced in section 3.5. The last section is the data analysis part. The outline of this chapter is as shown below:

- 3.1 Research Design
- 3.2 Population and Sample
- 3.3 Research Instruments
- 3.4 Quality of Research Instruments
- 3.5 Data Collection
- 3.6 Data Analysis

3.1 Research Design

Survey design was used in this research. The study administered within quantitative and qualitative methods. Student's self-report questionnaires and in-depth interviews were carried out to collect data from the junior secondary school students in the target three sub-urban and rural districts of Wuhan, China.

3.2 Population and Sample

3.2.1 Population

The most important purpose of this study was to study students' academic engagement under different children status types and parental migration status types in three suburban and rural districts of Wuhan, China at the junior secondary stage. According to the literature review, only the six suburban and rural districts of Wuhan city had left behind children. Therefore, the participants were chosen among those districts.

A simple random sampling method was used to select three districts from the total six suburban and rural districts of Wuhan city. The target three suburban and rural districts were Huangpi district, Jiangxia district and Dongxihu district of Wuhan city in this study.

The data from ministry of Wuhan reported that there were totally 62 junior secondary schools with 44,613 students at the academic year of 2016-2017 in the target three districts of Wuhan, China. So the totally population number of this study was the 44,613 junior secondary school students from those three selected districts.

3.2.2 Sample

As the population of this research was the 44,613 students from the 62 junior secondary schools in the three suburban and rural districts of Wuhan, China, the

sample was selected from it. Sample size of this study was calculated by using Taro Yamane format (Yamane, 1967). The sample size result was shown as follow:

$$n = \frac{N}{1 + Ne^2}$$

n — sample size

N — population size

e — sampling error (.05)

*95% confidence level and $p = 0.05$ are assumed.

$$n = \frac{N}{1 + Ne^2}$$

$$n = \frac{44,613}{1 + 44,613 \times 0.05^2}$$

$$= 396$$

By using Yamane formulate of sample size with confidence coefficient of 95%, the result of sample size is 396, so the minimize sample size of this study is 396. In case there were some questionnaires were incompletely or missing data, the researcher would like to add 20% on the sample size. So the ultimately sample size was around $396 + 396 \times 20\% = 475$.

Due to there are totally 62 junior secondary schools in those three districts, in order to get enough and representative data, at least 20% school number was used in this research, it is 13 schools. Then, based on the school number in each districts, the researcher assigned 4 schools in Dongxihu district, 4 schools in Jiangxia District and 5 schools in Huangpi district for collecting data. Simple random sampling was used to select those 13 junior secondary schools among the selected three districts, each school was given the students' questionnaires and 12 students in 3 schools from those three districts were conducted in-depth interview.

The sample size in each school was calculated by: $475 \div 13 = 36.5$. In order to get a similar number of left behind children and non-left behind children, the number should be an even number, and then 38 can be the sample size in each school, however three schools in the sample, the response rate was less than 38. The table below is shown the sample size of each school in this study as follow:

Table 3.1 The Sample Size of the Study

Districts	Schools	Sample Size
Dongxihu	1. Wuhan Wujiashan fifth Junior Secondary school	38
	2. Wuhan Jinyinhu Junior Secondary School	37
	3. Wuhan Zoumaling Junior Secondary School	38
	4. Wuhan Sandian Junior Secondary School	38
Jiangxia	5. Wuhan Jiangxia First Junior Secondary School	38
	6. Wuhan Jiangxia Canglong Junior Secondary School	38
	7. Wuhan Jiangxia Zhendian Junior Secondary School	38
	8. Wuhan Jiangxia Fifth Junior Secondary School	38
Huangpi	9. Wuhan Huangpi Qijiawan Junior Secondary School	38
	10. Wuhan Huangpi Gantang Junior Secondary School	38
	11. Wuhan Huangpi Yaoji Junior Secondary School	37
	12. Wuhan Huangpi Changling Junior Secondary School	38
	13. Wuhan Huangpi Caidian Junior Secondary School	33
TOTAL SAMPLE SIZE		487

Source: Bureau Statistic of Wuhan, 2016; Ministry of Education of Wuhan, 2016.

The questionnaires were delivered to the students for getting the information of their general information and academic engagement levels in the 13 junior secondary schools above from three suburban and rural districts of Wuhan, China.

The sample size in each school was equal 38 or slightly less than 38. Among the three districts, Dongxihu district got 151 participants within 4 junior secondary schools, Jiangxia district got 152 participants within 4 junior secondary schools and Huangpi district got 184 participants within 5 junior secondary schools. The total sample size of this study was 487 (n = 487)

3.3 Research Instruments

3.3.1 Questionnaire

Students' academic engagement questionnaire was the main instrument of this study; the questionnaire in this study consists of two parts as follows:

Part I — General Information of the children.

This section was filled out to obtain age, gender, grade level and parental migration status' information by the students from 13 junior secondary schools in the selected three sub-urban and rural districts of Wuhan, China.

Part II — Students' Academic Engagement

The researcher used the students' academic engagement questionnaire from previous researchers Fredricks et al. (2004). The original questionnaire consists of 18 items, however during the content and language check, the experts argued that the meaning of the thirteenth and fourteenth items was similar, they suggested to reject it.

According to the suggestions from experts, the researcher deleted the 13th one. The 13th item was "I am ready to put effort into Chinese" and the 14th item was "I am willing to put energy into Chinese." The IOC score of the 13th item was 0.33, and it was deleted in the final questionnaire that prepared for actual survey duration. Thus, the revised academic engagement consisted of 17 items.

Another small changes happened on the 9th and 10th items, which were "I am happy when the work is quite challenging" and "Often, I do not want to stop working at the end of a class" respectively. The expert confused about what the vocabulary "work" and "working" referred to. Is it homework or not? After discussion, the word "work" and "working" were changed into "study" and "studying". Then the final version of 9th and 10th questions were "I am happy when the study is quite challenging" and "Often, I do not want to stop studying at the end of a class" respectively.

The 17 items were divided into three facets of academic engagement: behavioral engagement, affective engagement and cognitive engagement. Among all the items, behavioral engagement covered four questions, affective engagement covered seven questions and cognitive engagement covered six questions.

Table 3.2 below figured out the divisions of three facets of students' academic engagement with its correspondent item number in the questionnaire.

Table 3.2 Divisions of Three Facets of Academic Engagement

Description	Item number
Students' Academic Engagement	
1. Behavioral Engagement	4 questions (1,2,3,4)
2. Affective Engagement	7 questions (5,6,7,8,9,10,11)
3. Cognitive Engagement	6 questions (12,13,14,15,16,17)

In order to measure the 17 items, the participants were asked to fill out the answer box based on 5-point Likert scales.

The perception level of children on academic engagement is mentioned in Table 3.3 as follow:

Table 3.3 Perception Level of Students' Academic Engagement

Perception of Academic Engagement	Meaning	Scores
Highest Engagement	Statement completely applicable to the respondent's opinion	5
High Engagement	Statement so applicable to the respondent's opinion	4
Moderate Engagement	Statement moderately applicable to the respondent's opinion	3
Low Engagement	Statement quite not applicable to the respondent's opinion	2
Lowest Engagement	Statement completely not applicable to the respondent's opinion	1

The academic engagement of junior secondary school students were discussed from the mean score of the respondents and clarified into 5 levels: highest, high, moderate, low and lowest according to the Best and Kahn (1998) format below:

$$\text{Width of class interval} = \frac{\text{Highest score} - \text{Lowest score}}{\text{Number of levels}}$$

$$\text{Width of class interval} = \frac{5 - 1}{5}$$

$$= 0.80$$

Table 3.4 Interpretation of the Range of Mean Scores of Students' Academic Engagement

Academic Engagement Level	Meaning	Scores
Lowest	Children's academic engagement is at lowest level	1.00-1.80
Low	Children's academic engagement is at low level	1.81-2.60
Moderate	Children's academic engagement is at moderate level	2.61-3.40
High	Children's academic engagement is at high level	3.41-4.20
Highest	Children's academic engagement is at highest level	4.21-5.00

3.3.2 Interview

In order to further discover individual's opinions on their academic engagement, in-depth interviews were conducted on 12 students from the target three suburban and rural districts of Wuhan, China. Each district had assigned four students, they should be in different children status and parental migration status types, which including one non-left behind child, one only father migration child, one only mother migration child and one child with both parents migration in each selected district.

The interview carried out after students administrated the questionnaires and the duration of the interview was around 20 minutes. The interview questions focused on the dependent variable of this study, thus, the three components of students' academic engagement, behavioral engagement, affective engagement and cognitive engagement aspects related questions were asked during the interview.

3.4 Quality of Research Instruments

3.4.1 Validity of Questionnaires

The instruments were checked for language and content validity. The questionnaires were submitted to three experts to check whether those statements covered all the aspects of the objectives of this study or not and also check if the questionnaires would be suitable for the study. Content validity was calculated by using Rovinelli and Hambleton's (1977) Index of Item-Objective Congruence (IOC), which is shown below:

$$IOC = \frac{\sum R}{N}$$

IOC = Index of Item Objective Congruence

$\sum R$ = Sum of the Score from Experts' Opinion

N = Number of Experts

3.4.2 Reliability of Questionnaires

Before the actual data collection, the questionnaires were pre-tested by 30 junior secondary school students from the target districts of Wuhan, China. The reliability of the questionnaire was conducted by using Cronbach's Alpha Coefficient (1951).

After the pilot testing of the questionnaires, the researcher revised and improved the questionnaires, before it was used in the actual data collection procedure. Here is a table to describe the content validity and reliability.

Table 3.5 Descriptions of Content Validity and Reliability

Dimensions	Number of items	Item	IOC	Reliability
Behavioral Engagement	4	1-4	1.00,1.00,1.00,0.67	0.86
Affective Engagement	7	5-11	1.00,1.00,1.00,1.00, 0.67,0.67,1.00	0.87
Cognitive Engagement	6	12-17	0.67,0.67,0.67,0.67, 1.00,0.67	0.93
Overall	17		0.85	0.89

The overall content validity and reliability analysis of the dimension constructs of the variables on students' academic engagement was 0.85 and 0.89 respectively. As in most social science research area, the Item-Objective Congruence (IOC) above 0.50 is considered acceptable (Kanjawasee, 2011) and the alpha coefficient of reliability should equal or higher than 0.70, therefore the validity and reliability of the questionnaire was considered acceptable.

3.5 Data Collection

3.5.1 Quantitative Data Collection

1) In order to access the junior secondary schools in the three sub-urban and rural districts of Wuhan, China, a data collection approval letter from Faculty of Graduate Studies was obtained.

2) After getting the approval letter, the researcher had contacted with the principals of 13 schools in the three suburban and rural districts of Wuhan city to manifest the purpose of a visit and ask for permission.

3) After getting the permission, the research questionnaires and in-depth interviews were conducted in the selected schools, and the questionnaires were given to the principals and classroom teachers for help delivering.

4) The questionnaires were completed by junior secondary students, which were selected from 13 schools in the three sub-urban and rural districts of Wuhan, China.

5) The data collection lasted around two weeks for delivering and collecting those questionnaires. The researcher had informed the principals and teachers to help maintain anonymity by requiring them not mention the students' names.

3.5.2 Qualitative Data Collection

12 students in 3 schools from the 3 target districts were interviewed. The classroom teachers were asked for help recognize different types of students. The interview had taken around 20 minutes. The students' names were not mentioned in the final report of this study.

The following table shows the interview informants in each district. After getting permission from the students, the researcher recorded the conversations during the interviews.

Table 3.6 The Interview Informants in Each District.

Districts	Student Types			
	Non-Left Behind Children	Only Father Migration	Only Mother Migration	Both Parents Migration
Dongxihu	Students 1	Students 4	Students 7	Students 10
Huangpi	Students 2	Students 5	Students 8	Students 11
Jiangxia	Students 3	Students 6	Students 9	Students 12

3.6 Data Analysis

After checking the completed questionnaires, the data was interpreted and preceded statistics analysis by using computer program as follow:

3.6.1 The general information of students was analyzed by frequency and percentage.

3.6.2 The level of students' academic engagement was analyzed by mean and standard deviation.

3.6.3 T-test was used to analyse the academic engagement levels between two children status types: left behind children and non-left behind children.

3.6.4 ANOVA was used to analyse the students' academic engagement levels among different parental migration status types.

3.6.5 Content analysis was used for interview data.

CHAPTER IV

RESULTS

This chapter presented the results of the study on students' academic engagement at junior secondary school in the target three suburban and rural districts of Wuhan, China. All the selected schools in this study were rural public schools. The data collection was done through questionnaire survey, which comprised of students' general information questions and students' academic engagement questions (three dimensions: behavioral engagement, affective engagement and cognitive engagement). The in-depth interview was also conducted to gain more details on students' academic engagement.

A total of 494 questionnaires were distributed in this study, the response rate obtained was at 98.6%, therefore, the completely questionnaire number was 487. The Packaged Program was used to analyze the collected data. The research findings are presented as follows:

- 4.1 General Information of Students
- 4.2 The Level of Students' Academic Engagement
- 4.3 The Comparison of students' academic engagement level between left behind children and non-left behind children
- 4.4 The Comparison of students' academic engagement level among different parental migration status types
- 4.5 Content Analysis of Interview Guidelines
- 4.6 Summary of Hypotheses Findings
- 4.7. Summary of Content Analysis According to Academic Engagement

4.1 General Information of Students

The general information of junior secondary school students in Wuhan, China was summarized based on seven components such as gender, grade level, age, siblings, children types, contact times per month with parents and the length of parental migration. The data obtained from the target research site was finally analyzed by using frequency and percentage as shown in table 4.1.

Table 4.1 Frequency and Percentage of Students' General Information.

(n = 487)		
General Information	Frequency (n)	Percentage (%)
1. Gender		
- Male	240	49.30
- Female	247	50.70
2. Grade Level		
- Grade 7	138	28.30
- Grade 8	168	34.50
- Grade 9	181	37.20
3. Age		
- 12 years old	42	8.60
- 13 years old	118	24.20
- 14 years old	163	33.50
- 15 years old	125	25.70
- 16 years old	39	8.00
Mean=14 SD=1.08 Max=16, Min=12		
4. Sibling		
- Only child	129	26.50
- Two siblings	308	63.20
- More than two siblings	50	10.30

Table 4.1 Frequency and Percentage of Students' General Information (cont.)**(n = 487)**

General Information	Frequency (n)	Percentage (%)
5. Children Types		
Non-left behind	224	46.00
Only father migration	128	26.30
Only mother migration	21	4.30
Both parents migration	114	23.40
6. Contact Times / month		
0 times	17	3.50
1-7 times	168	34.50
8-15 times	27	5.50
16-23 times	14	2.90
24-31 times	37	7.60
Mean=7.97 SD=9.66 Max=31, Min=0		
7. Length of migration		
6 months-1 year	221	45.40
1 year- 3 years	18	3.70
3 years-5 years	4	.80
More than 5 years	20	4.10

From the analysis of the general information of students at junior secondary school level in three suburban and rural districts of Wuhan, China by using frequency and percentage in table 4.1, 49.30% were male and 50.70% were female. 28.30% of the students were at grade-seven level, 34.50% were at grade-eight level and 37.20% of the respondents were at grade-nine level.

The students' ages were ranging from 12 years old to 16 years old. Majority of the students' ages were at the rang of 13-15 years old, among those, 24.20% of the respondents were 13 years old, 33.50% of the respondents were 14 years old, 25.70% of the students were 15 years old. Besides those ages, the youngest age of the

respondents was 12 years old, which account for 8.60%, and the oldest age of the respondents was 16 years old, which took up 8.00%.

Regarding to the siblings in family, 26.50% of the students from only child families, 63.20% of the students live in two siblings' families and 10.30% of the students had more than two siblings in their families.

Among all the students, 46.00% of them were non-left behind children, 26.30% of the students with only father migration, 4.30% of the students with only mother migration and 23.40% of the students with both parents migration.

In consideration of the contacts with students' migrant parents per month, majority of the respondents 34.50% contact with their parents 1-7 times during one month. 7.60% of the respondents contact with their migrant parents 24-31 times per month, 5.50% of the respondents contact with their migrant parents 8-15 times in one month, 2.90% of the respondents contact with their migrant parents 16-23 times per month and there were 3.50% of the respondents didn't contact even once during their parental migration time in one month.

In consideration of the length of parental migration, 45.40% of the respondents with parental migration duration ranging of 6 months-1 year, 3.70% of the respondents with parental migration duration ranging of 1 year-3years, 0.80% of the respondents with the length of parental migration at 3 years-5 years and 4.10% of the respondents with the length of parental migration more than 5 years.

4.2 The Level of Students' Academic Engagement

The students' academic engagement in this research was measured from the perception of students from junior secondary schools in three suburban and rural districts of Wuhan, China. The academic engagement based on three dimensions, which consists of behavioral engagement, affective engagement and cognitive engagement.

4.2.1 Academic Engagement

Table 4.2 indicated the level of students' academic engagement toward three dimensions through statistical analysis based on mean and standard deviation as follows:

Table 4.2 The Students' Academic Engagement Level

(n = 487)			
Dimensions of Academic Engagement	Mean	SD	Level of Academic Engagement
1. Behavioral Engagement	4.85	.45	Highest
2. Affective Engagement	3.62	1.05	High
3. Cognitive Engagement	3.74	1.12	High
Overall	4.07	1.08	High

Notes: The rating scale was divided into 5 perception levels to mean score from 4.21-5 as Highest, 3.41-4.20 as High, 2.61-3.40 as Moderate, 1.81-2.60 as Low and 1.00-1.80 as Lowest.

From the result in table 4.2, it was shown that the overall level of students' academic engagement at junior secondary schools in three suburban and rural districts of Wuhan, China was at high level with overall mean score of 4.07. Among the three dimensions, the behavioral engagement was at a highest level with the mean score of 4.85. The affective engagement and cognitive engagement were at high level with the mean score of 3.62 and 3.74 respectively. The behavioral engagement dimension had the highest mean score whilst the affective engagement dimension had the lowest mean score.

4.2.2 Behavioral Engagement

The perception of students at junior secondary school level in three suburban and rural districts of Wuhan, China toward their behavioral engagement on students' academic engagement was measured with four items as follows:

Table 4.3 Level of Students' Academic Engagement Based on Behavioral Engagement Dimension

(n = 487)

Behavioral Engagement	Mean	SD	Level of Engagement
1. Missed school without a valid reason.	4.84	0.67	Highest
2. Skipped a class while you were at school.	4.81	0.66	Highest
3. Disrupted the class on purpose.	5.00	0.00	Highest
4. Been rude to your teacher.	4.79	0.71	Highest
Overall	4.86	0.59	Highest

Notes: The rating scale was divided into 5 perception levels to mean score from 4.21-5 as Highest, 3.41-4.20 as High, 2.61-3.40 as Moderate, 1.81-2.60 as Low and 1.00-1.80 as Lowest.

The items for students' behavioral engagement in the questionnaire of the study were negative questions. Therefore, the researcher should re-encode the scores for matching the other two positive question' dimensions to analysis the data. The scores in the behavioral engagement dimensions can be interpreted as 1 represents highest level and can be re-encoding as 5 in the positive questions, 2 represents high level which can be re-encoding as 4 in the position questions, 3 represents moderate level which is as same as 3 in the positive questions, 4 represents low level which is en-coding as 2 in positive questions and 5 represents lowest level which is re-encoding as 1 in positive questions. The data analysis in this study was based on the positive questions' scores of behavioral engagement.

As each result illustrated by the statistical analysis in table 4.3, it was indicated that the overall junior secondary school students' academic engagement toward students' behavioral engagement dimension was at the highest level with the average mean score of 4.86. To consider each item under the students' behavioral engagement, the item of "Disrupted the class on purpose" was at the highest level with the highest mean score of 5.00, while the item "Been rude to your teacher" was at the lowest level with the mean score of 4.79.

4.2.3 Affective Engagement

The perception of students at junior secondary school level in three suburban and rural districts of Wuhan, China toward their affective engagement on students' academic engagement was measured with seven items as shown below:

Table 4.4 Level of Students' Academic Engagement Based on Affective Engagement Dimension

(n = 516)			
Affective Engagement	Mean	SD	Level of Engagement
1. I like school.	3.89	1.24	High
2. I have fun at school.	3.88	1.27	High
3. What we learn in class is interesting.	3.74	1.22	High
4. I enjoy what we do at school.	3.60	1.27	High
5. I am happy when the study is quite challenging.	3.27	1.44	Moderate
6. Often, I do not want to stop studying at the end of a class.	3.05	1.46	Moderate
7. I am very happy when I learn something new that makes sense.	3.92	1.30	High
Overall	3.62	1.35	High

Notes: The rating scale was divided into 5 perception levels to mean score from 4.21-5 as Highest, 3.41-4.20 as High, 2.61-3.40 as Moderate, 1.81-2.60 as Low and 1.00-1.80 as Lowest.

From the results of statistical analysis in table 4.4, it was indicated that the overall junior secondary school students' academic engagement toward students' affective engagement dimension was at high level with the average mean score of 3.62. When took each item of students' affective engagement into account, the item "I am very happy when I learn something new that makes sense" was at the highest level with the mean score of 3.92, whilst the item "Often, I do not want to stop working at the end of a class" was at the lowest level with the mean score of 3.05.

4.2.4 Cognitive Engagement

The perception of students at junior secondary school level in three suburban and rural districts of Wuhan, China toward their cognitive engagement on students' academic engagement was measured with six items as shown below:

Table 4.5 Level of Students' Academic Engagement Based on Cognitive Engagement Dimension

(n = 487)			
Cognitive Engagement	Mean	SD	Level of Engagement
1. I am ready to spend time in Chinese.	3.86	1.29	High
2. I am willing to put energy into Chinese.	3.68	1.29	High
3. I am willing to spend effort in Mathematic.	3.83	1.27	High
4. I am ready to spend time in Mathematics.	3.81	1.25	High
5. I would like to do /learn more than what we are actually doing/learning in mathematics class.	3.65	1.30	High
6. I can easily spend a lot of time on mathematic problems.	3.61	1.33	High
Overall	3.74	1.29	High

Notes: The rating scale was divided into 5 perception levels to mean score from 4.21-5 as Highest, 3.41-4.20 as High, 2.61-3.40 as Moderate, 1.81-2.60 as Low and 1.00-1.80 as Lowest.

Based on the results from the statistical analysis in table 4.5, it was indicated that the overall junior secondary school students' academic engagement toward students' cognitive engagement dimension was at high level with the average mean score of 3.74. To consider each item under the students' cognitive engagement, the item "I am ready to spend time in Chinese" was at the highest level with the mean score of 3.86 while the item "I can easily spend a lot of time on mathematic problems." was at the lowest level with the mean score of 3.61.

4.3 The Comparison of Students' Academic Engagement Between Different Children Status

T-test was used to determine whether there was a significant difference between two children status namely left behind children and non-left behind children at the junior secondary school level in three suburban and rural districts of Wuhan, China. The significant level was set at $p = .05$. The comparison of students' academic engagement between different children status is shown below in table 4.6.

Table 4.6 The Comparison of Students' Academic Engagement Based on Children Status

(n = 487)						
Dimensions	Children Status	n	Mean	SD	t	p-value
Academic Engagement						
	- Non-left behind children	224	4.31	.54	6.944	.000
	- Left behind children	263	3.87	.78		
1) Behavioral Engagement						
	- Non-left behind children	224	4.90	.03	1.955	.051
	- Left behind children	263	4.82	.03		
2) Affective Engagement						
	- Non-left behind children	224	3.95	.06	6.677	.000
	- Left behind children	263	3.34	.07		
3) Cognitive Engagement						
	- Non-left behind children	224	4.48	.53	6.153	.000
	- Left behind children	263	4.12	.72		

Notes: The rating scale was divided into 5 perception levels to mean score from 4.21-5 as Highest, 3.41-4.20 as High, 2.61-3.40 as Moderate, 1.81-2.60 as Low and 1.00-1.80 as Lowest.

The result in table 4.6 indicated that there were 224 “non-left behind” children and 263 “left behind” children in each group. Non-left behind children group has the overall mean of academic engagement score equal 4.31 and left behind children group has the overall mean of academic engagement score equal 3.87, which

manifested that non-left behind children group had the overall mean of academic engagement score more than left behind children group at the level of significant at 0.05.

According to the T-test result in table 4.6 above, the researcher succeeded to reject the null hypothesis. There was enough evidence to suggest a statistically significant difference of academic engagement between non-left behind children group and left behind children group at junior secondary school level in three suburban and rural districts of Wuhan, China, $t(485) = 6.944, p < .05$.

The result in table 4.6 also showed that non-left behind children group has the mean of behavioral engagement score equal 4.90 and left behind children group has the mean of behavioral engagement score equal 4.82, which revealed that non-left behind children group has the mean of behavioral engagement score more than left behind children group at the level of significant at 0.05.

According to the T-test result in table 4.6 above, the researcher failed to reject the null hypothesis. There was no evidence to suggest a statistically significant difference of behavioral engagements between non-left behind children group and left behind children group at junior secondary school level in three suburban and rural districts of Wuhan, China, $t(485) = 1.955, p > .05$.

The result in table 4.6 presented that non-left behind children group has the mean of affective engagement score equal 3.95 and left behind children group has the mean of affective engagement score equal 3.34, which showed up that non-left behind children group has the mean of affective engagement score more than left behind children group at the level of significant at 0.05.

According to the T-test, the researcher succeeded to reject the null hypothesis. There was enough evidence to suggest a statistically significant difference of affective engagements between non-left behind children group and left behind children group at junior secondary school level in three suburban and rural districts of Wuhan, China, $t(485) = 6.677, p < .05$.

Due to the result of Table 4.6 above, non-left behind children group has the mean of cognitive engagement score equal 4.48 and left behind children group has the mean score of cognitive engagement equal 4.12, which means that non-left behind

children group has the mean of cognitive engagement score more than left behind children group at the level of significant at 0.05.

According to the T-test, the researcher succeeded to reject the null hypothesis. There was enough evidence to suggest a statistically significant difference of cognitive engagements between non-left behind children group and left behind children group at junior secondary school level in three suburban and rural districts of Wuhan, China, $t(485) = 6.153, p < .05$.

According to the data analysis, The findings above was the evidence that non-left behind children had a higher level of academic engagement than left behind children in three suburban and rural districts of Wuhan, China. This finding supported the hypothesis that there was a significant difference between left behind children and non-left behind children in three suburban and rural districts of Wuhan, China.

4.4 The Comparison of Students' Academic Engagement Level Among Different Parental Migration Status Types

Among 487 samples, 263 students had their parents migrated. Some had only father migrated, some had only mother migrated and the other had both parents migrated.

One-way ANOVA was used to determine whether there was a statistically significant difference among different parents migration status types namely only father migration, only mother migration and both parents migration at junior secondary school level in three selected suburban and rural districts of Wuhan, China. The significant level was set at $p = .05$.

The comparison of students' overall academic engagement between different children status is shown below in table 4.7.

Table 4.7 The Comparison of Students' Academic Engagement Among Different Parental Migration Status

(n = 263)

Dimensions	Parental Migration Status	n	Mean	SD	F	p-value
Academic Engagement						
	- Only father migration	128	4.08	.63	17.065	.000
	- Only mother migration	21	3.13	.80		
	- Both parents migration	114	3.78	.83		
1) Behavioral Engagement						
	- Only father migration	128	4.91	.39	5.226	.006
	- Only mother migration	21	4.62	.50		
	- Both parents migration	114	4.75	.54		
2) Affective Engagement						
	- Only father migration	128	3.63	.86	12.635	.000
	- Only mother migration	21	2.56	1.15		
	- Both parents migration	114	3.16	1.21		
3) Cognitive Engagement						
	- Only father migration	128	3.71	1.03	13.447	.000
	- Only mother migration	21	2.27	1.33		
	- Both parents migration	114	3.40	1.33		

Notes: The rating scale was divided into 5 perception levels to mean score from 4.21-5 as Highest, 3.41-4.20 as High, 2.61-3.40 as Moderate, 1.81-2.60 as Low and 1.00-1.80 as Lowest.

From the result in table 4.7, it was shown that the overall level of students' overall academic engagement at junior secondary schools in three suburban and rural districts of Wuhan, China was at the high level with overall mean score of 3.88. Among the three types, only father migration group was at a highest level with the mean of behavioral engagement score of 4.08 and only mother migration group was at the lowest mean of behavioral engagement score of 3.13. According to the Analysis of Variance, there were statistically significant differences between only father migration,

only mother migration and both parents migration of their overall academic engagement at junior secondary school level in three suburban and rural districts of Wuhan, China. $F(2, 260) = 17.065, p < .05$.

The table above shown that the overall level of students' behavioral engagement at junior secondary schools in the three suburban and rural districts of Wuhan, China was at the highest level with overall mean score of 4.82. All of the three parental migration status types were at highest level of behavioral engagement with the mean score ranging from 4.21-5. Among the three types, only father migration group was at a highest level with the mean of behavioral engagement score of 4.91 and only mother migration group was at the lowest mean score of behavioral engagement of 4.62. According to the Analysis of Variance, there were statistically significant differences between only father migration, only mother migration and both parents migration of their behavioral engagement at junior secondary school level in three suburban and rural districts of Wuhan, China. $F(2, 260) = 5.226, p < .05$.

From the result in table 4.7, it revealed that the overall level of students' affective engagement at junior secondary schools in three suburban and rural districts of Wuhan, China was at moderate level with overall mean score of 3.34. Among the three parental migration status types, only father migration students was at high level of affective engagement with the mean score of 3.63, only mother migration students was at low level of affective engagement with the mean score of 2.56 and both parents migration students was at moderate level of affective engagement with the mean score of 3.16. The students with only father migration were at a highest level of affective engagement while only mother migration group was at the lowest level of affective engagement. According to the Analysis of Variance, there were statistically significant differences between only father migration, only mother migration and both parents migration of their affective engagement at junior secondary school level in three suburban and rural districts of Wuhan, China. $F(2, 260) = 12.635, p < .05$.

From the result in table 4.7, it was shown that the overall level of students' cognitive engagement at junior secondary schools in three suburban and rural districts of Wuhan, China was at high level with overall mean score of 3.46. Among the three parental migration status types, only father migration students and both parents

migration students were at high level of cognitive engagement with the mean score of 3.71, only mother migration students was at low level of cognitive engagement with the mean score of 2.27. The students with only father migration were at a highest level of cognitive engagement whilst only mother migration group was at the lowest level of cognitive engagement. According to the Analysis of Variance, there were statistically significant differences between only father migration, only mother migration and both parents migration toward their cognitive engagement at junior secondary school level in three suburban and rural districts of Wuhan, China. $F(2, 260) = 13.447, p < .05$.

The findings above were the evident that students with only father migration had higher level of academic engagement than students with both parents' migration, and academic engagement level of those two groups were higher than the students with only mother migration in three suburban and rural districts of Wuhan, China. Among those groups, the affective engagement and cognitive engagement of only mother migration even at low level by means scores. This finding supported the hypothesis that there was a significant difference of academic engagement under different types of parental migration status namely only father migration, only mother migration and both parents migration in three suburban and rural districts of Wuhan, China.

4.4.5 Re-analysis by One-way ANOVA

Due to the sample size of three parental migration status types had big difference, the researcher randomly selected 30 respondents' data from only father migration group and both parental migration group respectively to match the sample size of only mother migration group to get a precisely result. The analysis below showed the results from 81 respondents (30 from only father migration group, 21 in only mother migration group and 30 from both parents migration group) by using one-way ANOVA to check whether it had the same results as the overall data. The comparison of students' overall academic engagement between different children status was shown below in table 4.8.

Table 4.8 The Comparison of Students' Academic Engagement Among Different Parental Migration Status types

(n = 81)

Parental Migration Status	n	Mean	SD	F	p-value
Academic Engagement					
- Only father migration	30	4.56	.27	57.724	.000
- Only mother migration	21	3.13	.81		
- Both parents migration	30	4.19	.25		
1) Behavioral Engagement					
- Only father migration	30	4.97	.18	5.684	.005
- Only mother migration	21	4.62	.50		
- Both parents migration	30	4.70	.25		
2) Affective Engagement					
- Only father migration	30	4.18	.84	31.990	.000
- Only mother migration	21	2.56	1.15		
- Both parents migration	30	3.68	.51		
3) Cognitive Engagement					
- Only father migration	30	4.53	.41	59.975	.000
- Only mother migration	21	2.27	1.33		
- Both parents migration	30	4.15	.41		

Notes: The rating scale was divided into 5 perception levels to mean score from 4.21-5 as Highest, 3.41-4.20 as High, 2.61-3.40 as Moderate, 1.81-2.60 as Low and 1.00-1.80 as Lowest.

From the result in table 4.8, it was shown that the overall level of students' academic engagement of the random selected 81 respondents was at high level with overall mean score of 4.05. Among the three parental migration status types, only father migration students and both parents migration students were at highest level of academic engagement with the mean score ranging from 4.21-5, only mother migration students was at moderate level of academic engagement with the mean score ranging from 2.61-3.40. The students with only father migration were at a highest level with the mean of academic engagement score of 4.56 and only mother

migration group was at the lowest mean of affective engagement score of 3.13. According to the Analysis of Variance, there were statistically significant differences between only father migration, only mother migration and both parents migration toward their academic engagement at junior secondary school level in three suburban and rural districts of Wuhan, China. $F(2, 78) = 57.724, p < .05$.

From the result in table 4.8, it was shown that the overall level of students' behavioral engagement of the random selected 81 respondents was at highest level with overall mean score of 4.78. All of the three groups were at highest level of behavioral engagement with the mean score ranging from 4.21-5. Among those groups, the students with only father migration were at a highest level with the mean of behavioral engagement score of 4.97 and only mother migration group was at the lowest mean of behavioral engagement score of 4.62. According to the Analysis of Variance, there were statistically significant differences between only father migration, only mother migration and both parents migration toward their behavioral engagement at junior secondary school level in three suburban and rural districts of Wuhan, China. $F(2, 78) = 5.684, p < .05$.

From the result in table 4.8, it was shown that the overall level of students' affective engagement of the random selected 81 respondents was at moderate level with overall mean score of 3.58. Among the three parental migration status types, only father migration students were at highest level of affective engagement with the mean score of 4.18, students with both parents migration were at high level of affective engagement with the mean score of 3.68 and only mother migration students were at low level of affective engagement with the mean score of 2.56. According to the Analysis of Variance, there were statistically significant differences between only father migration, only mother migration and both parents migration toward their affective engagement at junior secondary school level in three suburban and rural districts of Wuhan, China. $F(2, 78) = 31.990, p < .05$.

From the result in table 4.8, it was shown that the overall level of students' cognitive engagement of the random selected 81 respondents was at high level with overall mean score of 3.81. Among the three parental migration status types, only father migration students were at highest level of cognitive engagement with the mean

score of 4.53, students with both parents migration were at high level of cognitive engagement with the mean score of 4.15 and only mother migration students were at low level of cognitive engagement with the mean score of 2.27. According to the Analysis of Variance, there were statistically significant differences between only father migration, only mother migration and both parents migration toward their cognitive engagement at junior secondary school level in three suburban and rural districts of Wuhan, China. $F(2, 78) = 59.975, p < .05$. The results were the same in both original ANOVA analyze ($n = 263$) and re-analysis ($N = 81$).

In conclusion, it can be summarized that there was statistically significant difference of academic engagement among different students types at junior secondary school level in three suburban and rural districts of Wuhan, China. The research results revealed that the students of junior secondary school in three suburban and rural districts of Wuhan, China had high level of students' academic engagement. There were statistically significant differences between non-left behind children and left behind children toward their academic engagement ($p < .05$), and non-left behind children had a higher level of academic engagement than left behind children. There were statistically significant differences among three parental migration status types toward their academic engagement ($p < .05$), students with only father migration had higher level of academic engagement than the other parental migration status types' students. The students with only mother migration had the lowest level of academic engagement.

4.5 Content Analysis

This section provides in-depth interview information on the academic engagement of junior secondary school students at the academic year of 2016-2017 in three suburban and rural districts of Wuhan, China. The twelve students, which contained four students' status types that consisted of students who was non-left behind, students with only father migration, students with only mother migration and students with both parents migration were chosen as interview informants. All the

twelve students were randomly chosen from the target three suburban and rural districts of Wuhan, China. Each district assigned four respondents with different student types. They were interviewed in line with the interview guidelines. The students were asked to answer eight questions regarding the students' academic engagement and aspects of their school learning, aspect of their attitudes on main subjects. The findings for each interview questions were stated separately with quotes to support the research findings.

The informants in content analysis were anonymously presented and coded names were used as follows:

Table 4.9 The Coded Names of Informants in Content Analysis

Non-Left Behind (NL)	Only Father Migration (OF)	Only Mother Migration (OM)	Both Parents Migration (BP)
NL 1	OF 4	OM 7	BP 10
NL 2	OF 5	OM 8	BP 11
NL 3	OF 6	OM 9	BP 12

According to the respondents, majority of them indicated that they engaged a lot on their learning, but there were slightly different from the quantitative results. Most of them said that to complete daily homework was very common, and some of the students mentioned that their parents were strict on their learning, which means that mostly, it was teachers and parents pushed students to engage a lot on their learning, and not students likely to engage on learning by themselves. Teachers and parents' spirit of encouragement was playing an important role in students' academic life, which pushed students to think about future life. Peers' support was focus on friendship and sharing knowledge together. When they faced up with problems, majority of the students likely turned to peers not teachers. Students with parental migration were easily felt lonely and dissatisfied with their current life, especially only mother migration students.

The views of informants were presented according to non-left behind children and left behind children. In left behind children, it was also divided into only

father migration, only mother migration and both parents migration. The opinions of students' academic engagement as illustrated as follows:

Question 1: How much do you engage in the learning?

The opinions of students' academic engagement toward the first question was explained as follows:

● **Non-left Behind Children**

Non-left behind children was shown to have a high level of behavioral engagement. To deep understanding why it was high, some non-left behind informants explained that,

“Yes, I engaged a lot in the learning, because I like studying. I hope I can have a chance to study in the Tsinghua University, so I am working very hard on each subjects and I read a lot of extracurricular books to gain a wealth of knowledge”

(NL 1)

“Yes, I engaged too much on the learning, because teachers assigned a lot of homework and my parents are very strict on my study.”

(NL 3)

Due to the non-left behind group were enjoying their studies, trying to accomplish the assigned tasks, and had their own academic goals for the future. It can be considered that non-left behind children in the in-depth interviews had a high level of academic engagement, and all of the three dimensions (behavioral engagement, affective engagement and cognitive engagement) were at high level.

● **Left Behind Children**

Left behind children consists of three parental migration status types, which namely only father migration, only mother migration and both parents migration. The views of those left behind children types was shown below:

- **Only Father Migration**

Some informants in this group mentioned their poor academic performance and that was no power to stimulate them on academic engagement, the others referred that good academic performance could contribute good future careers. They pointed out their views by saying,

“Yes, a lot. Because my academic performance is not good, so I have to work harder.”

(OF 4)

“Yes, a lot, because only when I study hard, can I get a good job in the future.”

(OF 6)

Because of the only father migration students were working hard to improve their academic performance, their attitudes on the current studying difficulties were positively and they also had approximate bearings on future life. It should be thought that the only father migration students had a high level of behavioral engagement, affective engagement and cognitive engagement.

- **Only Mother Migration**

Students in only mother migration group were found more problems on study, some of them even did not get energies on learning and others were showing the willingness on learning, they explained their views by saying,

“I didn’t engage that much on my current school works, because learning is very difficult for me.”

(OM 7)

“Yes, a lot, because I was trying to catch the chance of learning in the university. I have to take learning seriously to get a good performance in each subject.”

(OM 9)

The opinions of only mother migration informants had illustrated that their academic behavioral, emotion and cognition were limited by their current poor academic performance, and their overall academic engagement was shown at low level.

- **Both Parents Migration**

The informants who had both parents migration performed different in their academic engagement. Some student talked about the efforts on learning, some student mentioned the adults' urge on their learning, and others revealed their own learning weakness. As the real engagement was actively performed in learning, not passive, it could be considered that both parents migration students' behavioral engagement, affective engagement and cognitive engagement not high. They indicated their opinions as follows,

“I engaged a lot on my learning, because I was listening very carefully during the class, after class I also reviewed the contents that I learned that day, at home I tried as fast as possible to finish the homework, then I can have time to do extra learning assignment that made by myself, I think I engaged a lot on my studying.”

(BP 10)

“My parents urged me to study hard, teachers always assigned too much homework and I myself also review the new content every day. I have to finish all the works in time then I can have enough sleeping time.”

(BP 11)

“Not that much, because even I paid amount of time on studying, it was still hard for me to focus on my coursework.”

(BP 12)

According to this question, majority of the informants in the interviews seemed highly engaged on their learning, due to the reason that they have to “complete heavy assignments” from teachers and they were also pushed by their parents to study hard. As “students’ efforts in the academic tasks” and “paying attention in the classroom” were the aspects of students’ behavioral engagement, it can be summarized that the respondents were likely engaged on their academic works. However, some of the only mother migration students mentioned that they didn’t engage too much on learning, because coursework were difficult for them to capture well.

Respondents also mentioned their feelings about coursework, and most left behind children felt that coursework in school was “difficult for them”, because they hardly got help from other on the study. In contrast to that, non-left behind children were “enjoy their learning”. Owing to the factor that students’ feeling about coursework and their “learning attitudes” were the aspects of students’ affective engagement, it can be concluded that left behind children were at low level of their affective engagement, while non-left behind children were at high level of affective engagement.

Most of students mentioned that better academic performance could lead to better future job and “better educational opportunities”, so they have to work hard to achieve better academic performance. As the investment and measurement on academic goals are the aspects of students’ cognitive engagement, and it can be considered that the respondents had high level of cognitive engagement.

Question 2: What did your parents do to help you feel engaged in your learning?

The informants of this study mentioned that their parents had provided enough learning materials for them, and they realized their “parents were suffering with a hardship life to support their education”, which became the main motivation factor for them to engage more on their learning. The views of participants were sorted out as illustrated as below:

● Non-left Behind Children

The views of non-left behind children had slightly differences between each other. Some students declared that their parents did not care too much about their education, and parents’ current busy life urged them to think about their own future. And the other students had a better experience on parental support. Two of the informants explained that,

“Even I live together with both parents, they didn’t pay too much attention on my school works, and they have to work very hard on their business for supporting me. In my opinion, the only way to help me avoid the same destiny as they experienced is to make every efforts on current study. Moreover, better academic performance is the basic requirement for us to find a better job and earn an easy life in the future.”

(NL 2)

“Parents always encourage me on my learning and we also discuss homework together, which made me enjoyed my current study, and I hope my academic performance can match their expectation at any time.”

(NL 3)

Actually, students’ efforts on paying attention about learning activities were one of the aspects of students’ behavioral engagement, and the positive willingness to match parents’ education expectation was the aspect of affective

engagement, it means that the non-left behind children had high level of behavioral engagement and affective engagement to some extent.

- **Left Behind Children**

The views of three types of left behind children were shown below:

- **Only Father Migration**

Most of only father migration students said their parents' educational expectation was the most important factor of supporting them on engaging in learning, and this kind of ideas was very common in only father migration group and even in whole students types. One of the students presented the view by saying,

“My parents always told me that I have to set an appropriate academic goal and try to achieve it; otherwise, I might have to be a farmer in the future. That is why I regulate myself studying hard.”

(OF 5)

As trying hard to achieve the academic goals was the aspect of cognitive engagement, and it implied that only father migration students had a high level of cognitive engagement.

- **Only Mother Migration**

Almost all only mother migration students pointed out that they did not get enough educational support from their parents, but they known clearly that learning is their own thing, and education is the only way to let them run out of the plight situation of their parents, but some of them also complained the hardship life. They explained their ideas as below,

“My father is a farmer, he has to work very hard to earn enough money to support me, and I don't want to have a

hardship life like him, which influenced me a lot. I regulated myself on studying to not forget that purpose of education.”

(OM 7)

“They didn’t give too much help on my study because of the low education level, but they work very hard to support me, which pushed me to make more efforts on learning.”

(OM 8)

According to the opinions of only mother migration students, they were trying to make efforts on learning and also regulate themselves on studying, it can be concluded that, the behavioral engagement and cognitive engagement level of only mother were not high, which was conflict with quantitative findings.

- **Both Parents Migration**

The students in this group talked more about their parents’ treat behavioral on them, but even they don’t like the way their parents did, they still had a very clearly conscious to do what they should do in current academic life, one student said,

“My parents migrated to urban area many years ago, because they had to search better jobs to support the family that made me very touched and I paid many efforts on the current learning, so except school supplies, their support was the remittance for my daily life. I wish one day I could earn enough money to reward my parents, and they will no need to have hard life like this time.”

(BP 10)

“My parents likes to compare me with other peers, I don’t like it. The socioeconomic status of my family is not good, I have to study harder than others, and good scores can also make my parents become happier.”

(BP 12)

In terms of the answers in this question, students mentioned that their parents pay for them was remittance from working outside, and they were willing to “invest” and regulate themselves a lot on their learning to fulfill themselves and also for the purpose of rewarding their parents. As they made efforts on learning, invested for academic goals and had the positive feeling about learning, it can be concluded that both parents’ migration informants had high level of academic engagement based on three dimensions.

According to this question, there was not that much difference among the four different students types on their academic engagement. However the only mother migration students had obviously lower affective engagement than other student types.

Students mentioned that they realized their “parents were suffering with a hardship life to support their education”, which became the main motivation factor for them to engage more on their learning. Majority of the respondents declared that they “paid enough attention on the learning” to reward their parents’ pay on them. Actually, students’ efforts on paying attention about learning activities were one of the aspects of students’ behavioral engagement, and it can be evidenced that the students had high level of academic engagement toward their behavioral engagement. Among the four student types, there was not that much difference between different students types on their behavioral engagement based on this question, so the result was slightly different from quantitative finding,

Two of the informants felt high pressure on their learning from “parents’ education expectation” and they don’t want their parents’ pay put in vain. It was obviously that non-left behind children had a “positive feeling” about their learning, while the left behind children had a “negative feeling” about their current study. As a matter of fact that students’ feeling about school and coursework are the aspects of

affective engagement, it can be concluded that non-left behind children had high level of affective engagement and left behind children had low level of affective engagement based on this question, so the result is similar with the quantitative finding.

In terms of the answers in this question, some left behind students replied that their “parents’ current situation” made them think about their “future life”, and in order to avoid the same fate as parents were, the students “invested” a lot on their learning and “regulate themselves” to keep that goal in mind. Due to the investment and self-regulate in learning are the aspects of students’ cognitive engagement, it can be revealed that left behind children had high level of academic engagement based on their cognitive engagement.

Question 3: What did your teacher do to help you feel engaged in your learning?

According to the answers in the interviews, most students replied that their “teachers’ personality and encouragement” were the main factors that helped them feel engaged on learning. Almost all the respondents had the experiences that felt engaged when their teacher encouraged them. According to the informants, the teachers were normally very busy, and it was hardly for them to focus on every students. So the main thing they could help students was encourage students in the classroom.

The opinions of informants were grouped as follows:

- **Non-left behind children**

Non-left behind informants cared about teachers’ teaching ability and personal actions, and what their teacher helped them was using different ways to encourage them, they told that

“Our teacher always use the proverb “Laziness in youth spells regret in old age” to motivate us to be diligent. I was touched by those kinds of proverbs, and was willing to do better than ever before.”

(NL 1)

“Our teachers have four or five classes each day, sometimes they even had no spare time for drinking water or have a short break time, I can felt that they hope to give all their love and their knowledge to us, I can not let them disappointed. By the inspiration of teachers’ hard working, I could only make every effort on my own learning to response their pay.”

(NL 2)

It was revealed that non-left behind informants had got help from their teachers in daily learning activities.

● **Left Behind Children**

The views of three types of left behind children were shown below:

• **Only Father Migration**

There were several answers mentioned that when they “get praise from teachers”; they felt happy and more satisfied with the current situation. Motivated by “teachers’ encouragement”, students’ “self-confidence” was raised, and easy to “feel interests in learning activities”, and the “sense of belonging” in the school was also emerging. One informant explained the view by saying,

Some of the teachers helped me overcome the shyness in the public places and also taught me some useful learning skills, which made me enjoy the school life very much. They helped me to change the learning attitude from “want me to learn” into “I want to learn”.

(OF 6)

It was shown that only father migration informants also had experience on getting support from their teachers.

- **Only Mother Migration**

Only mother migration informants mentioned about teacher's personalities, one student even made a mind to become a teacher in the future, she said

“Teacher’s personality influenced me a lot, I hope I could also become a knowledgeable teacher in the future and have such kind of ability to help my own students to be capable, so I have to study more hard to let this dream come true.”

(OM 7)

But some of informants revealed that they need teachers' support but get less, what they said was

“They didn’t support me too much, I always in the corner and when I failed in the examination, I really want them to care more about me and help me on solving the problems, the mathematics is too difficult for me. I really want to do well, but always feel helpless”

(OM 8)

It can be seen that the teachers' help was indirectly impact on each students, and the views of each informants in this group was extremely different, some felt they got help from teachers and others argued that they didn't get attention from their teachers.

- **Both parents migration**

The informants who had both parents migration were found to cherish teachers' help and praise were the effective ways to improve their self-confidence and arise the interest on learning, they explained,

“The encouragement and concernment from teachers helped me built a sense of self-confidence on both study and daily life, which aroused my great interest on learning, and I actually progressed a lot on current study.”

(BP 10)

“Yes, I felt exciting when teachers encouraged me. When I felt discouraged, my teacher motivated me softly and patiently, when I got progress on coursework, my teachers also praised me in the classroom. I must use the good performance to reward them, I hope they can still trust and encourage me.”

(BP 11)

It can be considered that the both parents' migration students were sensitive on others' influence on them. They might easily catch the teachers' encourage on them and tried to do better to get more praises. As the matter of fact, the students with both parents migration were normally live with their old grandparents or even live by themselves, so they need more concernment from other.

According to the answers in the interviews, most students replied that their “teachers' personality and encouragement” were the main factors that helped them feel engaged on learning. As they cherished teachers efforts on helping them progress in their learning, they preferred to use “hard working to response their teachers”, and it can be summarized that students were at high level academic engagement based on their behavioral engagement. Moreover, there was no big difference between different students types on their behavioral engagement toward this question, the finding was slightly different from quantitative survey part.

Almost all the respondents had the experiences that felt engage when their teacher encouraged them. According to the informants, the teachers were normally very busy, and it was hardly for them to focus on every students. So the main thing they could help students was encourage students in the classroom. There were several answers mentioned that when they “get praise from teachers”, they felt happy and more satisfied with the current situation. Motivated by “teachers’ encouragement”, students’ “self-confidence” was raised, and easy to “feel interests in learning activities”, and the “sense of belonging” in the school was also emerging. Due to the feeling of interest on learning activities and the sense of belong in the school were the components of students’ affective engagement, it should be concluded that students were at high level of academic engagement toward their affective engagement. There was no big distinction between kinds of student’ types, that result was slightly different from quantitative finding.

Question 4: How do you feel supported by your teachers in class?

- a) If so, how does this help your academic engagement?
- b) If not, what would help to make you feel supported by them in class?

Base on this questions, students gave their explained their own experiences, what they expressed their views is shown as follows:

● **Non-left Behind Children**

Non-left behind children were likely to focus on what the teachers could teach them, and they concerned about teaching skills and teacher’ personalities,

“Yes, my teachers’ personalities and their teaching skills made me enjoy learning.”

(NL 1)

It can be seen that non-left behind children had positive emotion on learning and their cognition about learning was the other thing that worth mentioning.

- **Left Behind Children**

Due to the classroom size was generally contains 35-50 students in each classroom. The teachers could not pay attention on each student during every class. Most of time, teachers support students by using positive words and celebrities' deeds to encourage the students. The answers from informants also proved this fact. The views of three types of left behind children were shown below:

- **Only Father Migration**

Self-regulation is quite important for students to improve themselves, as the fact that they could not always get attention from the teachers, and only father migration informants mentioned that remember what their teacher said had gave a positive recall fro them to keep on learning, one of the informants told the researcher that,

“Whenever I want to give up, teacher’s words will surrounding me and I try to persist on learning again.”

(OF 5)

- **Only Mother Migration**

The only mother migration students were found to have negative response on this question, one of them said

“My teacher didn’t pay much attention on me, I hope my teacher can notice me and help me on my learning. My mathematics was not good, and teacher only showed the answer tips but not details on the board, I don’t understand that much. I hope he can explain the questions step by step. My

friends also had these kinds of problems, but we were afraid to talk with teachers.”

(OM 8)

It can be considered that only mother migration students got less support from their teachers, which should be related to their home environment, personal characters and communication skills.

- **Both Parents Migration**

Both parents' migration informants emphasized that teacher's support was helpful for them to improving their academic performance. One of them said,

“The courage and concern from teachers helped me built confidence on study and even in my daily life, which let me progress a lot on learning.”

(BP 12)

It can be seen that both parents' migration informants thought they had got support from their teachers, and which had a positive impact on their academic engagement on both behavioral and affective dimensions.

This question was affective engagement related question. In terms of the answers in the interviews, most students replied that their teachers' support did a positive effect on their academic engagement. This question is affective engagement and cognitive engagement related question, and majority of the students had positive comments on what their teachers do for them, but only mother migration students mentioned that they didn't get enough attention from their teacher, and the feeling about teachers' support also affect their emotion on learning. As the emotion of students toward teacher support on academic activities are the components of students' affective engagement, it can be concluded that except only mother migration students

had low affective engagement, the other three student types were at high level of affective engagement.

Majority of the students had positive comments on what their teachers do for them, but only mother migration students mentioned that they didn't get enough attention from their teacher, and the feeling about teachers' support also affect their emotion on learning. As the emotion of students toward teacher support on academic activities are the components of students' affective engagement, it can be concluded that except only mother migration students had low affective engagement, the other three student types were at high level of affective engagement.

Question 5: How do you feel supported by your peers in class?

- a) If so, how does this help your academic engagement?
- b) If not, what would help to make you feel supported by others in class?

According to the answers of informants, most students replied that their peers did a positive effect on their academic engagement. All of the students mentioned that friendship was playing an important role in their school life, and it was happy to have friends' support on both action support and sprite support. Due to the feeling of peers' support on their academic activities are the factors of students' affective engagement, it can be summarized that the informants had high level of affective engagement, however, some responses shown that only mother migration students had low level of engagement. The finding is slightly different from quantitative results. The opinions of the participants were illustrated as follows:

● Non-left Behind Children

Among the four students' types, non-left behind children had the most effective communication with their peers, they were together to share feelings, knowledge, get along well, and they encouraged each other when it was needed, one of them said,

“We always share knowledge and help each other in the school. Sometimes when I failed exam, they confronted me and taught me how to solve the problems. To study with them, I am not easy to give up.”

(NL 3)

- **Left Behind Children**

Left behind children had different opinions on this question, especially only mother migration informants, the views were shown as follows,

- **Only Father Migration**

Only father migration informant were enjoyed the situation of staying with peers, and with the companions they felt well and satisfied with the current life, even father not stay with them daily. One of them said,

“It is grateful to get help from my friends on courses. Peers friendship and concern let me felt warm and comfortable in the school, which made me like school life. I hope we can continue helping each other and improve together.”

(OF 5)

- **Only Mother Migration**

Most of the only mother migration students mentioned that they don't have many friends in the school. As lack of mother's care, they could not involve in the social life easily, but actually they really wanted to involve into groups and needed help from others. One of them mentioned that,

“No, I only have few friends in the school, and we are not that much close. I hope my classmates can help me on my learning.”

(OM 9)

It seemed that only mother migration students had less support from their peers.

- **Both Parents Migration**

Some informants mentioned that peers were their learning power, in order to get more friends, they would like to try more hard and good performance on the subjects, which could help them attract more friends, one told that,

“When I did wrong, they used to pointed out politely and then help me to correct it. Peers also encouraged me when I nearly give up, thanks them so much, I will do better in learning to catch up with them.”

(BP 10)

This question is affective engagement related question. According to the answers of informants, most students replied that their peers did a positive effect on their academic engagement. All of the students mentioned that friendship was playing an important role in their school life, and it was happy to have friends’ support on both action support and sprite support. Due to the feeling of peers’ support on their academic activities are the factors of students’ affective engagement, it can be summarized that the informants had high level of affective engagement, however, some responses shown that only mother migration students had low level of engagement.

Question 6: Do you live with your parents?

a) If yes, what do your parents do to help you engage in your learning?

b) If not, how does the fact that you don’t live with your parents affect your academic engagement?

According to the answers in the interviews, and most students mentioned that parents' guardianship was very important in their life. The views of informants were illustrated as follows:

- **Non-left Behind Children**

Students who live with both parents could get adequate learning materials and comfortable environment, and they were enjoying the learning itself and could persist on learning. In addition, the praises from parents were the common motivate factors for non-left behind children, some of them said,

“I live with both parents, they always buy the best learning materials for me, and the learning environment at home is great. When I get good scores on subjects, my parents are likely to praise me and sometimes I can get reward from that.”

(NL 2)

- **Left behind children**

The students with parental migration were revealed to feel difficult and helpless on learning, for the reason that they were hardly got help from adults when encountered difficulties on study. The views of them as illustrated as follows,

- **Only Father Migration**

Mother is always the warmest dependency of children. To live with mother, the informants didn't see to have strange and rebellious mood, one of the informants explained the views by saying,

“I live with my mother, she provided me a comfortable learning environment and encouraged me to face up the difficulties directly and not give up easily on any single thing.”

(OF 4)

- **Only Mother Migration**

In traditional Chinese culture, the impression of father was always severe and strict. The informants also mentioned that the only way that father concerned about their learning was to push them on completing assignments, one said that,

“It was not encourage and help, it was urge that I got from them. Albeit I live with my father, I felt lonely and irritability very often, and doing anything cannot afford the sprite to come.

(OM 7)

- **Both Parents Migration**

As lack of parental care, the informants in this group always faced up problems and could not be solved in time, which would become a hidden danger in their future life, one said that,

“Without gaudiness from parents, I got many troubles on learning, and no one can help me when I have to deal with difficult problems on coursework. I admire the peers who had parents to pick up after class very much.”

(BP 12)

This question is affective engagement related question, According to the answers in the interviews, and most students mentioned that parents' guardianship was very important in their life. Students who live with both parents could get satisfied learning materials and environment, there were enjoying the learning itself and could persist on learning. The students with parental migration were revealed to feel difficult and helpless on learning. Since the feeling about learning, just like persistence, enjoy, helpless and feel difficult were the factors of students' affective engagement, it can be concluded that non-left behind children had a higher level of affective engagement than left behind children. Among three types of parental migration status, only father

migration students had the highest level of affective engagement, while only mother migration students and both parents migration students had lower level of affective engagement, moreover, only mother migration students' affective engagement were even worse.

Question 7: How do you set academic goals for yourself?

This question is cognitive related question, and according to the answers of informants in the interviews, except one only mother migration student had no academic goals, the others all had their own academic goals. The participants expressed their views by saying:

- **Non-left Behind Children**

The non-left behind children had set their own academic goals of getting higher score on main subjects. Here is the academic goal of one informant,

“I want to get higher score on school subjects. Chinese score more than 90, Mathematic score more than 95 and English more than 96.”

(NL 1)

- **Left Behind Children**

There were not significant differences between non-left behind children and left behind children on this question, most of them use the certain scores as their academic goals, but here was a slightly difference among different parental migration status types. The views of informants were illustrated as below:

- **Only Father Migration**

Among the students who had academic goals, there was only one student with only father migration mentioned that his mother set the academic goals for him not himself did it, the goal was:

“ I would like to get the scores more than 90 in each subjects ”

(OF 4)

It was not like others set goals by themselves. It was not special in the current students groups, most of them affected by Chinese traditional spoon-fed education, and they just obey what the teachers and parents arranged for them.

- **Only Mother Migration**

A only mother migration student's opinion was a little different from others, she had set the goal for further study, and had a strong self conscious to achieve the goal. She said,

“I want to apply for the top one senior secondary school in this area. I have to study hard to meet the requirement of this school.”

(OM 8)

- **Both Parents Migration**

One of the informants in this group had a very detailed list about the academic goals for her everyday life. She said that

“My academic goal is to get up at 6.00 a.m. every morning for reading, studying hard and make sure that the correct rate of every assignments is more than 90%. Practice for beautiful handwriting.”

(BP 12)

Actually the view was both academic goal and they way to achieve. It can be considered that her cognitive engagement and behavioral engagement were at high level.

As set and invest academic goals were the aspects of students cognitive engagement, it can be illustrated that the participants of this study had a high level of academic engagement toward cognitive engagement, and there were significant difference among four students types.

This question is cognitive related question. According to the answers of informants in the interviews, except one only mother migration student had no academic goals, the others all had their own academic goals. Among the students who had academic goals, there was only one student with only father migration mentioned that her mother set the academic goals for her not herself did it, the goal was “*get the scores more than 90 in each subjects*”. A only mother migration student would like to “*apply for the best senior secondary school*”, one of the both parental migration student had set a overall academic goal on everyday life, and another eight respondents use the certain subject scores as their academic goals. As set and invest academic goals were the aspects of students cognitive engagement, it can be illustrated that the participants of this study had a high level of academic engagement toward cognitive engagement, and there were significant difference among four students types.

Question 8: How do you plan to achieve your academic goals?

Based on the academic goals in the last question, students had expressed their methods to achieve it. In terms of the answers in this question, all the students illustrated that they will take seriously on their coursework, and preparing to do whatever they can to achieve their academic goals.

● Non-left Behind Children

Most of them mentioned the similar plan to do it, such as “listen carefully in the class”, “read more” and “review what they learnt”. Due to students’ efforts in the academic task and paying attention in the classroom are the aspects of students’ behavioral engagement, and it can be revealed that students were at high level academic engagement based on their behavioral engagement. The students explained their opinions by saying:

I plan to listen carefully in the class and ask help from my teachers and peers when I have some problems on learning.

(NL 1)

I was planning to use my prehistorically power to achieve my academic engagement.

(NL 2)

I should spare time for my coursework and read more, and nothing else could disturb my plan. Ever since I had a goal, I have to try my best to achieve successfully.

(NL 3)

● **Left Behind Children**

Based on different parental migration status types, it didn't show significant differences. The views of informants were illustrated as below:

• **Only Father Migration**

Some of the student had clearly schedules for achieve the academic goals, and they know the only effective way was to do it from now on. One of the informants said,

“Read more, recite more, recognize more, take notes carefully and ask more questions are the things I should do to achieve the goals.”

(OF 4)

And some of them urged themselves back to the current study, not always focus on the complex feeling about life, one said that,

“I had better to take seriously on learning, listen carefully in the class and review the contents after class every.”

(OF 5)

- **Only Mother Migration**

Most of only mother students mentioned that they used to keep thinking about the unfair of their life, and as lack of mother' guardianship they always felt lonely and despair, but in this question, they indicated that they will try to change the thinking styles, one of them said that,

“From now on, I will spare more time on studying and stop thinking useless things.”

(OM 9)

- **Both Parents Migration**

Most answers of both parents' migration students in this question were still related to the reason why they engaged a lot on study. In order to avoid the same destiny of their parents and also wanted to had a different future, they were high engaged on achieved the academic goals, two of them expressed the opinions as follows,

I remind myself every day that I have to achieve the goals and I will do everything that related to the goals strictly.

(BP 11)

I think I need to study hard and this is the only way I know that could improve the performance and achieve the academic goals.

(BP 12)

Based on the academic goals in question 7, students had expressed their way to achieve it, and most of them mentioned the similar plan to do it, such as “listen carefully in the class”, “read more” and “review what they learnt”. Due to students' efforts in the academic task and paying attention in the classroom are the aspects of students' behavioral engagement, and it can be revealed that students were at high level academic engagement based on their behavioral engagement. Moreover, there

was no big difference between different students types on their behavioral engagement toward this question, the finding was slightly different from quantitative finding.

All the students told that they distinguished the main academic goals with other things in daily life. They also mentioned that to achieve their academic goals. Their attitudes were sincerely on the academic goals. As a matter of fact that students' feeling about school and coursework are the aspects of affective engagement, it can be summarized that all the informants had high level of affective engagement based on this question, so the result is quite different from the quantitative finding.

In terms of the answers in this question, all the students illustrated that they will take seriously on their coursework, and preparing to do whatever they can to achieve their academic goals. Due to the self-regulate and measurement on academic goals are the aspects of students' cognitive engagement, and it can be revealed that all the informants had high level of academic engagement based on their cognitive engagement. There was not much difference between those students' types; the result is slightly different from quantitative finding.

4.6 Summary of Hypotheses Findings

From the quantitative results of the study, the researcher had summed up the findings on the research hypotheses as follows:

The research hypotheses were tested by using T-test and One-way ANOVA statistic analysis, the significant levels were set at $p < .05$. The results indicated that there were statistically significant differences between non-left behind children and left behind children towards their academic engagement and $t(485) = 6.950$ ($p < .05$).

The researcher also found that there were statistically significant differences among the students with only father migration, only mother migration and both parents migration toward their academic engagement and $F(2, 260) = 17.065$, $p < .05$. Therefore, the research hypotheses may be accepted as shown below in the table 4.10:

Table 4.10 Research Findings Based on Research Hypotheses

Research Hypotheses	Results
There is a significant difference between left behind children and non-left behind on their academic engagement in Wuhan, China.	Accepted
There is a significant difference of academic engagement under different types of parental migration status namely only father migration, only mother migration and both parents migration in Wuhan, China.	Accepted

4.7 Summary of Content Analysis According to Academic Engagement

The interview transcripts revealed that the participants of this study had a high overall academic engagement as they were actively or passively taking seriously about their current study. Among all the dimensions, students' behavioral engagement was rated at the highest level whilst students' affective engagement was stayed at lowest level, and students' cognitive engagement was at appropriately high level. The findings were right consistent with the quantitative findings.

The study findings also shown that, there was significant difference between non-left behind children and left behind children toward their overall academic engagement. The findings also shown that non-left behind children had higher level of overall academic engagement than left behind children. Among the three dimensions of students' academic engagement, it didn't show much difference on their behavioral engagement and cognitive engagement. However, there was extremely difference between non-left behind children and left behind children on their affective engagement. And the findings showed that left behind children had the level of behavioral engagement, cognitive engagement and affective engagement lower than their non-left behind peers. It can be concluded that the qualitative results were only slightly different from quantitative results.

The interview findings also demonstrated that there were slightly differences among different parental migration status types, namely only father migration, only mother migration and both parents' migration based on the overall academic engagement. Among the three types of students, students with only father migration were revealed to have the highest level of academic engagement, while students with only mother migration were rated at lowest level.

The results also revealed that all the respondents were highly engaged learning behavior actively or passively, and there were only slightly difference among three types of students on their cognitive engagement, whilst only mother migration and both parents migration students were showing extremely low engagement on emotion, they had lots of problems, just like loneliness, helpless. It means that students with only mother migration or both parents migration had low level of affective engagement. The findings were slightly different from quantitative findings.

To sum up, based on the research results, there were slightly differences between quantitative and qualitative methods, but the overall findings were the same.

CHAPTER V

DISCUSSION

This chapter discusses all the related factors toward students' academic engagement at junior secondary level in Wuhan, China. Based on the research objectives, the findings of this study were discussed and analyzed as follows:

5.1 The Level of Students' Academic Engagement

5.1.1 Behavioral Engagement

5.1.2 Affective Engagement

5.1.3 Cognitive Engagement

5.2 The Comparison of Students' Academic Engagement between Different Children Status Types

5.2.1 Non-left Behind Children

5.2.2 Left Behind Children

5.3 The Comparison of Students' Academic Engagement Among different Parental Migration Status

5.3.1 Only Father Migration

5.3.2 Only Mother Migration

5.3.3 Both Parents Migration

5.1 The Level of Students' Academic Engagement

The results of this study revealed that students' academic engagement was at high level, it might because of school works were the main mission in their current life. In particularly, Wuhan was an important city that value education a lot. There were 80 colleges and universities with 10.74 million undergraduates and postgraduate students in Wuhan by the end of 2013. In order to improve the overall educational level, the local government had set the same educational requirement on both urban and rural districts, and the finding showed that students were at high level of academic engagement, which could serve a government call as a representative city.

Academic engagement was found to be the main factor on predicting students' school dropout and academic success (Schlenker et al., 2013; Ketonen et al., 2016). Guided by Chinese educational system, the score was the main factor to determine whether they had opportunities on further study, and this was even meaningful on students' whole life. Because of Chinese Labor Law announced the age of provisions of employment is 16 years old, and the beginning age of primary school was 6 years old. It means that if they failed on the formal education, they might be pushed to labor market. Moreover, influenced by educational environment of the society, parents educational expectation, and their own willingness on better destiny, students were actually trying hard on their learning, the phenomenon was very common in current secondary schools in China.

5.1.1 Behavioral Engagement

The research findings illustrated that students' behavioral engagement was at the highest level with the overall mean score of 4.85, and all the items towards this dimension were at highest level with the mean score ranging from 4.21-5.00, which means that the students in the target three suburban and rural districts of Wuhan were highest engage in the academic activities toward their behavioral engagement.

The interview transcripts had shown the reason why students had highest behavioral engagement level in Wuhan, China. The qualitative results shown that under the pressure of teachers and parents' educational expectation, students'

behavioral engagement was not actively, but passively. The study finding was in coinciding with the research result of Fredricks et al. (2015). As there was a lot of assignments were assigned everyday after class, some students mentioned that they even didn't have adequate sleeping time and they knew they did it but don't know what does it mean to them. Due to it was the main period of rapidly develops for current China, social resources were unfairly on distribution. From the research result of Chen, (2009) also revealed that parental migration and social resource distribution had impacted left behind children deeply. The social pressure of adults had even virtually impact on children. The left behind children group was the product of this social competition, they were innocent, but they have to bear the pain. To some extent, this kind of engagement was not good to students' physical and mental health.

Among the four items of behavioral engagement dimension, it was worth discussing on this particular item "Disrupted the class on purpose", which was rated by the students with mean score of 5, which means that all of the 487 participants had the same answer and the score was 5 on this question. It could refer to the translation discrimination. In Chinese culture, "on purpose" was a very serious word. If students disrupted the class on purpose, it was similar like they mean to disturb others and it was the behavior that defy the school regulations. In the research of Fredricks et al. (2011) also indicated even students obey all the school rules but if they were not attentively in the class, it was not the real behavioral engagement. School was the place to teach students keep the rules and behave themselves. That is why the students had the same answer on this question.

In addition, the item "Been rude to your teacher." had got the lowest level among all the items of behavioral engagement. Actually, in traditional China, teacher was very respected group, and the mean score of 4.79 indicated that the students still respected them. However, the students were likely to obey the school rules, but had signs that been rude to teacher. It might because with the developing of information technology, there were several official newspapers revealed some negative reports about teachers these years, such as "China Daily", "The Youth Daily". Furrer and Skinner (2003) illustrated that the feeling of connectedness with teacher was a undeniable factor on students academic engagement, which was content with this

study finding. Nowadays, the citizens of China had lost confidence on teacher and no longer trust them as before.

5.1.2 Affective Engagement

The study findings indicated that students' affective engagement was at the high level with the overall mean score of 3.62, and most of the items towards this dimension were at high level with the mean score ranging from 3.41-4.20, which means that the students in the target three suburban and rural districts of Wuhan were highly engage in the academic activities toward their affective engagement.

Among the 7 items, there were two of them rated at moderate level with the mean score ranging from 2.61-3.40, which was "I am happy when the work is quite challenging" and "Often, I do not want to stop working at the end of a class". The study findings implied that students were unwilling to try difficult problems on learning and not interested to study extra knowledge. The reason might relate to their current study situations. As the students were very busy on learning and had lots of assignments to do everyday, and they also suffered form the high pressure of further education, they seldom had free time to do extra exercises. If they had free time, they preferred to take a rest or review the knowledge they learnt in the class. This phenomenon was very common in current students and that was also consistent with in-depth interview findings.

Su (2012) revealed that left behind children was at high risk of psychological adjustment and health problems, which was also found in the in-depth interviews of this study. The left behind informants mentioned that they were hardly involved in the new environment and they were very shy to make new friend and ask help from teachers and peers.

5.1.3 Cognitive Engagement

The study findings indicated that students' cognitive engagement was at the high level with the overall mean score of 3.74, and all the items towards this dimension were at high level with the mean score ranging from 3.41-4.20, which

means that the students in the target three suburban and rural districts of Wuhan were highly engage in the academic activities toward their cognitive engagement.

Due to the participants included non-left behind children and left behind children, the research findings illustrated that both of them had high level of cognitive engagement. The secondary school students were at the age of becoming mature and they already had the ability to make decision on their own study. Even the in-depth interviews revealed that students normally had their academic goals from their parents, and their cognition on academic goal was ranging from better score, better high school, better university to better jobs, but what is the real qualified students as the purpose of current education of China?

5.2 The Comparison of Students' Academic Engagement Between Different Child Status types

The second objective of this study was to compare the level of students' academic engagement between different child status namely left behind children and non-left behind children in Wuhan, China. The study findings presented that there were statistically significant difference between non-left behind children and left behind children on their academic engagement. The findings also indicated that non-left behind children had a higher level of academic engagement than left behind children. This finding was consistent with the study of Sun et al., (2015), which showed that left behind children had lower academic engagement than non-left behind children, and left behind children faced up with a high risk of psychological problems with lower life satisfaction.

5.2.1 Non-left Behind Children

Within the total 487 respondents, there were 224 non-left behind children, as they live with both parents, with the adequate parental supervision and parental involvement in their school works, their overall academic engagement level was

revealed to be high level. The research findings revealed that non-left behind children had higher level of academic engagement than left behind children, which was coincide with the findings of Sun et al., (2015) and Chen et al., (2013).

The study findings also illustrated that non-left behind children had more positive attitude on learning and easier adapted in the new environment than their left behind peers. It also obviously presented that non-left behind children seemed more confident and talkative and had more school friends when compared with left behind children group during the interview. It might because they could learn more communication skills and easily got help from their parents. The parent-child relationship was very important in children' early life, it was also evidenced by the previous researches. Su (2012) and Fredricks et al., (2011) revealed that the students with positive and supportive relations with peers, teachers and parents were predicted to have higher academic engagement, which was in coincide with the results of this study.

5.2.2 Left Behind Children

Within the total 487 respondents, there were 263 left behind children, due to lack of parental supervision and parental involvement in their school works, their overall academic engagement level was revealed to lower than non-left behind children. Previous researches revealed that parental migration had negative impact on students' academic engagement, especially on affective engagement dimension, which was coincide with the findings in this study. Sun et al., (2015) and Chen et al., (2013) illustrated that left behind children were easily felt loneliness, depression, anxiety, and they had lower life satisfactory than non-left behind children. It also obviously presented that non-left behind children seemed more confident and talkative when compared with left behind children group during the interview.

To sum up, there were statistically significant differences between left behind children and non-left behind toward their academic engagement.

5.3 The Comparison of Students' Academic Engagement Among Different Parental Migration Status types

The last objective of this study was to determine whether there were significant differences among three types of parental migration status of junior secondary school students in three suburban and rural districts of Wuhan, China. One-way ANOVA analysis was adopted to find out the differences among three types of parental migration status, namely, only mother migration students, only father migration students and both parents migration students. It was found that there was statistically significant difference among those three types ($F = 14.546$, $P < .05$). The study findings were consistent with the research of Sun et al., (2015), which also mentioned that parental migration status had very important influence on children's school life.

5.3.1 Only Father Migration

Only father migration group was found to have the highest level of students' academic engagement among three types of parental migration status. The findings were coinciding with the research results of Sun et al., (2015) and Wen et al., (2012), which illustrated that only father migration students had positive supervise from mother side and in most only father migration family, mother was left to take care of their children on purpose. Due to that reason, the students with only father migration situation could engage more on learning and easier got help from their mother. Just like Fan and William (2010) revealed that positive adult-child relationship and parent's involvement had a meaningful influence on students' academic engagement and academic motivation.

5.3.1 Only Mother Migration

The research findings revealed that only mother migration students had lowest level of academic engagement among three types of parental migration status. The interview results also mentioned that only mother migration student were obviously faced up difficulties on study and easily got negative thinking about the people and environment around them.

This finding was in consistent with findings of Sun et al. (2015) in their research, which indicated that only mother migration students had a higher risk of psychological problems and school performance among all the parental migration status types. However, the qualitative findings did not report a huge difference among different types of students (non-left behind, only father migration, only mother migration and both parents migration). The Chinese traditional family culture might be the main reason to explain why only mother migration students' academic engagement was low. In most of Chinese family, the duty of mother was to assist husband and bring up children, while father' duty was to earn money and support family. The findings were also consistent with the research results of Sun et al., (2015).

5.3.1 Both Parents Migration

Among three types of parental migration status, the students with both parents migration were very common in current China and most students in this type were live with their old graduate parents, and some of them even live by themselves. The academic engagement level of both parental migration students was lower than only father migration students, but higher than only mother migration students. The reason might because both parental migration students could hardly get help from their grandparents on learning, as most of them were at lower level of education, some of the grandparents were even illiteracy. However, this group seemed to have more friends than other two groups from the qualitative findings, and when they faced up learning problems, they were likely turn to peers. Only father migration group could get help from mother directly, and the situation of only mother migration group was a little bit worse than them. The study finding was consistent with the research result of Sun et al., (2015)

To conclude, there were significant differences among three types of parental migration status, and Martin and Dowson, (2009) revealed that students' academic engagement were affected by surrounding environment, interpersonal relationship with parents, teachers, and peers, which was coincide with the results of this study. What we can do now is to provide them better learning environment and more opportunities to communicate with others.

CHAPTER VI

CONCLUSION AND RECOMMENDATIONS

The study was designed to determine level of students' academic engagement at junior secondary school in Wuhan, China. The levels between non-left behind children and left behind children and the levels among only father migration, only mother migration, both parents migration students at junior secondary school in Wuhan, China. This chapter summarizes the research findings and presented it in two sections.

6.1 Conclusion

6.2 Recommendations

6.2.1 Recommendations to policy makers

6.2.2 Recommendations to schools

6.2.3 Recommendations to teachers

6.2.4 Recommendations to migrant parents

6.2.5 Recommendations to further study

6.1 Conclusion

The purpose of this study were to determine the level of students' academic engagement at junior secondary school level in Wuhan, China, to compare the level of students' academic engagement between left behind children and non-left behind children and compare the level of academic engagement among students with only father migration, students with only mother migration and students with both parents migration. The findings of this study would be useful for policy makers and stakeholders to meet the needs of students from rural regions of China as well as giving guidelines for the migrant parents to motivate the children to engage on their learning.

This study was conducted by using both quantitative and qualitative methods. The data collection instruments of this study comprised of 3 parts: The academic engagement questionnaire was used to access the information of students' academic engagement levels, which contains three dimensions: behavioral engagement, affective engagement and cognitive engagement. In-depth interviews were also used to further understand students' academic engagement at junior secondary school students in three suburban and rural districts of Wuhan, China.

The population of this study was all of the junior secondary school students in three suburban and rural districts of Wuhan, China and there were 44,613 students. The researcher assumed to have 13 of the junior secondary school to deliver the questionnaires and each district assigned four students to conduct in-depth interview which contains four students types (Non-left behind, only father migration, only mother migration and both parents migration).

A total of 494 questionnaires were distributed in this study, and recalled 487 of them and the response rate obtained was 98.6%. Descriptive statistic, such as frequency, percentage, mean, standard deviation, were used to describe the general information of respondents. Inferential statistics like t-test and one-way ANOVA were used to provide the significant academic engagement levels between non-left behind children and left behind children, and also studying the difference among three parental migration status types. The in-depth interviews were used to further

understand individual's opinions on their academic engagement, which contains eight related questions.

The findings of this study were:

1. The overall academic engagement of junior secondary school students in three suburban and rural districts of Wuhan, China was at high level with the average mean score of 4.07. The behavioral engagement of junior secondary school students in three suburban and rural districts of Wuhan, China was at highest level with the average mean score of 4.85. The affective engagement of junior secondary school students in three suburban and rural districts of Wuhan, China was at high level with the average mean score of 3.62. The cognitive engagement of junior secondary school students in three suburban and rural districts of Wuhan, China was at high level with the average mean score of 3.74.

2. The comparison of academic engagement between left behind children and non-left behind children at junior secondary school level in three suburban and rural districts of Wuhan, China: 1) there was statistically significant difference of overall academic engagement between non-left behind children and left behind children, 2) there was statistically significant difference of behavioral engagements between non-left behind children and left behind children, 3) there was statistically significant difference of affective engagements between non-left behind children and left behind children, 4) there was statistically significant difference of cognitive engagements between non-left behind children and left behind children. Non-left behind children had the level of overall academic engagement, behavioral engagement, affective engagement and cognitive engagement higher than left behind children at junior secondary school level in three suburban and rural districts of Wuhan, China.

3. The comparison of academic engagement among students with only father migration, students with only mother migration and students with both parents migration at junior secondary school level in three suburban and rural districts of Wuhan, China: 1) there were statistically significant differences between only father migration, only mother migration and both parents migration of their overall academic engagement, 2) there were statistically significant differences between only father migration, only mother migration and both parents migration of their behavioral

engagement, 3) there were statistically significant differences between only father migration, only mother migration and both parents migration of their affective engagement, 4) there were statistically significant differences between only father migration, only mother migration and both parents migration toward their cognitive engagement. Among three types of parental migration status, only father migration students were at highest level of academic engagement and only mother migration students were at lowest level of academic engagement at junior secondary school level in three suburban and rural districts of Wuhan, China.

4. In-depth interviews' finding referred that the junior secondary school students in three suburban and rural districts of Wuhan, China were at high level of academic engagement, and there were difference between non-left behind and three types of left behind children, however, students' affective engagement and cognitive engagement not very significant, while students' affective engagement were significant among four types of students. In particularly, only mother migration students had the lowest level of academic engagement among all the respondents of this study.

6.2 Recommendations

Although the research findings indicated that the overall students' academic engagement in three suburban and rural districts of Wuhan was at high level, here is still recommended that students' academic engagement could be improved in both left behind children and non-left behind children with the support from teachers, school principals and local education policy.

Therefore, the researcher would like to forward several recommendations to the relevant stakeholders. Base on the findings, and the recommendations were made as follows:

6.2.1 Recommendations from the Findings

6.2.1.1 Recommendations to Policy Makers

1) Because of China is conducted on centralized educational system and the local public schools could not solve the particular problems effectively. It was recommended to set up a “Public Opinion Department” to hierarchical manage the school affairs under the jurisdiction. As “left behind children” was a big social issue, the power from individual schools was not enough to improve the children’ situation, if the policy maker can easily get feedback of school needs through the “Public Opinion Department”, most of the thing can be done smoothly.

2) The research result indicated that left behind children had a high risk on emotional problems in the school, and because they had less parental involvement and parents’ support on daily life and learning. It was recommended to set up a position of assistant teachers in the school, if the policy maker can make it come out, both teacher and students can get benefit from it. The responsibility of the assistant teachers is to take care of the students and talk with them regularly; especially the left behind children and the conversation topics should be related on both academic and daily life. Because the children who were left behind had more negative emotions, and they need love from others, if there were adults paid attention on them, it will be a gospel not only for the children but also the society.

6.2.1.2 Recommendations to School

1) According to the research findings, non-left behind children had higher level of academic engagement than their left behind peers, the school leaders can organized some activities to built relationship between two types of students, and let non-left behind students to help left behind students.

2) Based on the results, keep regularly contact with parents is an effective way to help students overcome loneliness and other negative mood. Thus, the schools could build up a “home-school communication system” to strength the relationship between parents and children, also share recent school information to

parents. Because this system is famous in many private institutions in current China, it can also be used in public schools. The way to implement the system is, assign every student a “home-school contact manual”, and the contents inside need students, parents and teacher to give feedback at least one time per week. This is what school can do for students to gain more opportunities on parental involvement.

3) The results also revealed that the affective engagement of left behind children was at low level, which might damage their willingness on learning. To set a psychological counseling room is necessary for all the students, which could help students vent the negative mood and adjust into learning pressures.

6.2.1.3 Recommendations to Teachers

1) As the matter of fact, left behind children were lack of caring from parents, and teacher was considered as the main adult in their daily life. So teachers can act on behalf of parents of the students in the school on both moral education and knowledge.

2) The research finding revealed that, without parental caregiving, left behind children often had problem on complete assignments from teacher. It is useful to add more group work assignment, which can help students' communication, if they have some problems on learning, they can help each other.

3) According to the interview data, the teachers had very heavy tasks on their work and they showed up too much knowledge in a limited time. The students could not understand all the main points during the class and because left behind children were not good at communicating with others, they were easily fail on the course which will reflected on students academic disengagement. It was recommended that teacher should manage the subject contents and consider more about how to let students understand well.

4) In addition, students mentioned that their teachers didn't pay much attention on them, and it recommended that teachers should actively communicate with students and in particular on left-behind group to help them overcome the emotional problems, such as depression and loneliness. In addition,

identify effective methods of teachers' support, and value peers' function might also benefit on students' academic engagement.

6.2.1.4 Recommendations to Migrant Parents

1) From the study, it revealed that students with parental migration had lower academic engagement levels than students who live with their parents. Therefore, it was recommended that migrant parents should create opportunities for parents' guardianship responsibility and provide award on students' timely progress.

2) As the rural-urban migration in China normally relied on migrant network relationship, such as kinship and friendship, and they may have the same situation on children's education. It was recommended that the migrant parents help built special groups within the children whose parents had migrated in the same import cities before they moved elsewhere and the schoolteachers help organize those groups.

6.2.2 Recommendation for Further Study

6.2.2.1 The present study was mainly based on junior secondary school students. Further research should be conducted on both primary school students and secondary school students on a wider scale, so that the results apply to all the minor students.

6.2.2.2 The future researchers could also replicate the study by using mixed method or more research prone on qualitative method, and different instruments could be utilized to measure students' academic engagement.

6.2.2.3 The current research findings are totally based on the students' perceptions in suburban and rural areas, a further research should be done toward the academic engagement of migrant students who moved with their migrant parents in order to deep understanding the academic situation of migrant workers' children.

6.2.2.4 In-depth interview could be conducted on both teachers and parents in further researches on purpose to get overall understanding on students' comprehensive academic engagement situations.

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APPENDICES

6. The length of parental migration:

1) 6 months-1 year

2) 1 year-3 years

3) 3 years-5 years

4) More than 5 years

Part II Students' Academic Engagement Questionnaire

The following statements indicate your feeling towards different aspects of your academic engagement. Please read carefully and tick (✓) the one you think is the most relevant to your opinion to show the level of your academic engagement.

Lowest Engagement	Low Engagement	Moderate Engagement	High Engagement	Highest Engagement
1	2	3	4	5

Item No.	Statement	Academic Engagement Level				
		1	2	3	4	5
Academic Engagement						
Behavioral Engagement						
1	Missed school without a valid reason.					
2	Skipped a class while you were at school.					
3	Disrupted the class on purpose.					
4	Been rude to your teacher.					
Affective Engagement						
5	I like school.					
6	I have fun at school.					
7	What we learn in class is interesting.					
8	I enjoy what we do at school.					
9	I am happy when the study is quite challenging.					
10	Often, I do not want to stop studying at the end of a class.					

11	I am very happy when I learn something new that makes sense.					
Cognitive Engagement						
12	I am ready to spend time in Chinese.					
13	I am willing to put energy into Chinese.					
14	I am willing to spend effort in Mathematics.					
15	I am ready to spend time in Mathematics.					
16	I would like to do /learn more than what we are actually doing/learning in mathematics class.					
17	I can easily spend a lot of time on mathematics problems.					

APPENDIX B

INTERVIEW GUIDELINES

In-depth Interview

1. How much do you engage in the learning?
2. What did your parents do to help you feel engaged in your learning?
3. What did your teacher do to help you feel engaged in your learning?
4. How do you feel supported by your teachers in class?
 - a. If so, how does this help your academic engagement?
 - b. If not, what would help to make you feel supported by them in class?
5. How do you feel supported by your peers in class?
 - a. If so, how does this help your academic engagement?
 - b. If not, what would help to make you feel supported by others in class?
6. Do you live with your parents?
 - a. If yes, what do your parents do to help you engage in your learning?
 - b. If not, how does the fact that you don't live with your parents affect your academic engagement?
7. How do you set academic goals for yourself?
8. How do you plan to achieve your academic goals?

APPENDIX C
THE INSTRUMENT CHECKING EXPERT

Sl. No.	Name	Faculty and University
1	Assoc. Prof. Dr. Uthaithip Jiawiwatkul	Social Science and Humanities, Mahidol University
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