

**“The Tragedy of Labor Mobility: Several Case Studies of Left-behind Children in Rural China”****Rashi Agarwal**

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**Abstract:**

Labor-mobility, according to me simply means the movement of workers inside an economy and between various economies. It is the most important element in the investigation of financial matters since it sees how work, one of the central points of creation, influences development and creation.

There are three types of labor mobility:

1. Geographic and
2. Occupational
3. Mobility between industries.

The ability of a worker to work in a specific or particular physical location is known as Geographic labor mobility.

And when a worker changes their job according to his/her convenience, it is known as Occupational labor-mobility.

For example, When a person moves from DELHI to MAHARASHTRA, it refers to geographic labor mobility.

For example, An auto specialist who changes tasks to turn into an aircraft pilot mirrors the idea of occupational labor mobility.

The movement of worker from one industry then onto the next in a similar occupation is called mobility between industries.

For example, a fitter leaving a steel plant and joining an auto plant.

The occupational mobility is further divided into two parts:

- a. Horizontal Mobility: The movement of a worker with similar grade or level from one occupation to the another occupation is called horizontal versatility.

For instance, a bank assistant joins as a records representative in an organization.

- b. Vertical Mobility: Vertical mobility occurs when a worker with a lower grade and status in one occupation transfers to a higher grade and status in another occupation. A school teacher becomes a school instructor, and a representative becomes a chief, and so on.

## Introduction

We all know China is the most populated country in the whole of Asia. There was a survey done in 2015, called "2015 National Migrant Workers Inspection and Survey Report" which showed the increase in the number of migrant workers. At that time, the economic and management system of China was not that good, so the children of migrant workers were not able to enjoy their childhood, education, healthcare facilities, and other resources of the country. So, these children are left behind by their parents and are not taken care of.

As a result, their number grew day by day, drawing the attention of government officials and academics, who conducted extensive research on them.

According to a survey published by the All-China Women Federation in 2013, there are more than 61.02 million children left behind in China, accounting for about 38 percent of provincial children and 22 percent of children from one end of the nation to the other.

They are also widely distributed across China, particularly in economically developed areas.

Along these lines, the purpose of this review is to look at the aspects of how left-behind children perceive life from their perspectives, as well as how they use office to organise underlying and social contexts while living with their parents.

As minors, the personal fulfilment of left-behind children is largely determined by the adult culture in which they live. Because both the material and non-material lives are linked to the family and relatives to which they belong, to the schooling and school life they get, and to the local region or society in which they live. Today, the personal fulfilment of left-behind children is inextricably linked to their adult lives. In 10 or twenty years, they will join the extremely friendly creation camp. The answer to this question will differ depending on how and in what direction they choose. From the germination of seeds planted in youth, the indicators should be obvious.

According to this point of view, mediations in the early existence of this gathering will likewise influence the social improvement for a more drawn out timeframe later on.

Consequently, focusing on the existences of left-behind kids and investigating the elements influencing the personal satisfaction of left-behind children are of incredible pragmatic importance.

On account of China, the issue of left behind children is typically connected with interior relocation. This isn't just the result of globalization and industrialization, yet has additionally been formed significantly by China's regulated provincial metropolitan bifurcation extraordinary useful importance.



## Review of Literature

### 2.1 Meaning of Left-behind children

This term of left-behind kids for the most part implies to those children residing in their old neighborhood with one or the two guardians who keeps on moving to different locations for work for a significant time frame period ("Bryant, 2005; Cortes, 2008; Reyes, 2008; Yeoh and Lam, 2007"). As per the current writing, the left-behind children are taken care of by their extended families which are supported by migrant parents through various modes of communication like the internet, telephones, parcels, and letters.(Olwig, 1993; 1999; Orellana et al., 2001; Philpott, 1973; Reyes, 2007).

In a study, it was concluded that the left-behind children go through a lot of mental and health problems, like the same as children who go through abandonment, parental death, and divorce. But this study was proven wrong by another study which stated that these children have the sense of understanding that their parents are moving and working for the sake of family, to improve the economic and financial conditions of the family.

The physical and mental prosperity of the left-behind children has become one expanding worry for analysts and the Chinese government. A few scientists observed that the settlement from traveler guardians emphatically affects kids' schooling and human capital. Many of these youngsters face formative and inner difficulties because of the restricted association with their natural parents. The absence of foundation and parental help has prompted extra difficulties for left-behind kids including quality training, actual prosperity, and sound social relationships.

### 2.2 Situation of left behind children in China

Left-behind children are defined in China as children who reside in rural areas with one or both parents who have relocated for work. The Chinese National Bureau of Statistics has not provided a comprehensive list of data on left-behind children, and the most reliable information currently comes from estimates based on the National Census of 2000, the 1 percent National Population Sampling Survey completed in 2005, and the National Census of 2010. In 2000, there were about 24 million leftovers behind kids in rural areas who developed under 17 years (Duan and Zhou, 2005). Succeeding five years, this figure had moved to 58 million (Duan and Yang, 2008) and this increase in left-behind young people appears to correspond to an increase in the overall number of country metropolitan travelers. According to an estimation, the National Census of 2010, 61 million children were overall abandoned in the rural areas, making up 38 percent of all children around there and 22 percent of all children in China (Duan et al., 2013). Among these left-behind youths, 47 percent had the two gatekeepers moving out, 36 percent had recently the father migrating, and 17 percent had quite recently the mother moving (Duan et al., 2013).

It's worth noting that the geographic dispersion of left-behind children is disproportionate across the nation, with 43.64 percent of the total population of such children living in Sichuan, Anhui, Henan, Guangdong, and Hunan (Duan et al., 2013).

By far the most essential sending places for rural metropolitan voyagers are the young place and western locales (Duan et al., 2013). Only a tiny fraction of the left-behind children are cared for by family, various relatives, friends, and instructors, with the bulk of them being cared for by their left-behind parents and grandparents.

### **2.3 Existing Problems**

I've read a lot of study articles, and based on my findings, the difficulties of left-behind children in some places of China are really significant, and the major issue is related to a few particular characteristics, which are:

- 1) **Psychological Problems:** As they are left by their parents they face difficulties in opening up with other members of their extended families. They just see their situation as a let-it be and go away and at that time their teachers also can't take care of them. So, as time passes they have a bad impact on their life and they go through depression in which they didn't want to study, low confidence, and griping about their folks. Moreover, because of the absence of parental friendship and restriction, left-behind children have to look for help from others where they experience challenges, which additionally expands the danger of school tormenting and the seriousness of its ramifications.
- 2) **Learning Problems:** One of the primary issues with left-behind children in rural China is that those who wanted to study and work hard did not have access to the necessary resources and facilities. Instructors in rural China are lacking in comparison to metropolitan teachers, who have additional knowledge reserves and foreign language ability. Furthermore, because there are fewer instructors available in rural China, one teacher must teach numerous subjects and grades, making it hard for the teacher to care for each child. Furthermore, the infrastructure of schools in rural areas is in disarray, frequently unable to adapt to modern teaching methods. Finally, because to the teacher's lack of preparation, it failed, it's tough to offer clear instructions on how to study. Grandparents are typically the gatekeepers of their children in households when both guardians work, and their influence is much more obvious.
- 3) **Life Problems:** As China is a developing country and at that time also the development was going on, so the left-behind children didn't face the problems of starvation. But, the diet of these children was very

less and unreasonable. They don't have a fixed schedule of eating, they eat according to their convenience which led to less intake of meat and a lack of sufficient nutrition. And due to lack of nutrition, they face the mental and physical health problems as they are growing from that phase of their life where the intake of proper nutrition is very important. In light of the fact that their folks are missing for quite a while, the more youthful left-behind children's need discretion and regularly have many terrible living propensities. It is additionally conceivable to make awful companions in the general public and even do things that disregard the law.



## **Research Methodology:**

The major goal of this research is to find out how children who have been left behind cope with their parents' move and how they deal with it. In terms of study design, sampling, data collecting, and data analysis, the research process is briefly discussed.

### **3.1 Research Design-**

In contrast to positivism, which pushes for research to be objective, interpretivism promotes for social scientists to gain a sympathetic understanding of research participants' interpretations (Bryman, 2008), which is consistent with this study's focus on children's perspectives. Furthermore, the researcher is aware that data presentation also entails interpretation of the children's narratives, which is inevitably influenced by some normative presumptions and the conceptual framework chosen (Bryman, 2008; Butler & Pugh 2003), despite efforts to stay as close to the children's points of view as possible (Bryman, 2008; Butler & Pugh 2003).

The research questions and study contexts influence the approach used in the study. Because the research questions for this study focus on the experience and work of left-behind children, the process by which they work-out to interact with their relational contexts and the larger political, social, and cultural environment. For more detailed information, a multi- method is used for data collection, as well as in-depth interviews, focus group interviews, participant observation, and documentary records. Main focus of this study was how do left- behind children experience their life with their parent's migration and how do children workout to interact with the structure and culture when living with their parent's migration?

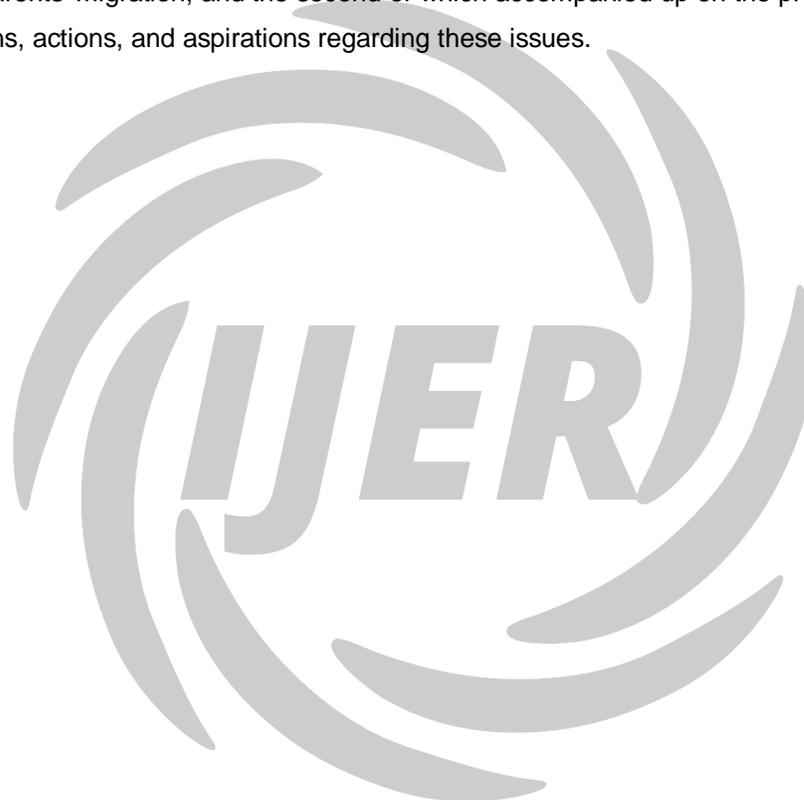
### **3.2 Sampling-**

In this, children with various qualities were picked to build the chance of unveiling different viewpoints in regards to the examination questions. Toward the start of the hands-on work, age, orientation, person, family's monetary status, living courses of action, a long time spent being abandoned, and scholarly/conduct execution were the standards for case determination, as educated by the investigated writing. As the fieldwork advanced, a few different rules were included in light of my developing information about the kids' circumstances. Based on my reading of different research papers there are a few examples which I need to put forward, that are their folks' occupation, regardless of whether they had the insight of a returned parent, and time spent in their folks' work town. Listening t guidance given to me by my interior analysts during the exchange viva for this review, one kid who had left school was additionally welcomed to take part in this exploration to catch the voices of this tiny minority gathering of youngsters. As to, as per the school heads, just five understudies quit school in a year ago. Before the finish of the hands-on work, altogether, 16 youngsters had been enrolled as the central exploration members. They were matured 11 to

14 years, nine of them had two guardians who were attempted relocation, six with just the dad and one with the mother.

### **3.3 Data Collection**

In this study, the in-depth interview was the primary research method used to learn about the experiences of children who were left behind. Focus groups, participant observation, and documents were also used to acquire further information about these children's living, learning, and sociocultural contexts. Every selected participant experienced at least two in- depth interviews, the first of which focused on their daily lives and feelings about their parents' migration, and the second of which accompanied up on the previous topics to explore their reflections, actions, and aspirations regarding these issues.



## Conclusion

The challenges of China's left-behind children are common and pervasive in rural regions, and they pose a significant burden for them and their families. These children, on the other hand, are the country's future and an asset to their homeland; they will play a role in building and forming their country in the coming years. If their lives and studies are not given enough thought and attention, it will damage not only them and their families, but will also become a larger threat in the coming years. As a result, it is critical that we wake up, take responsibility, and encourage more people to assist in resolving the severe issue of the children who have been left behind, so that their problems may be addressed and their lives may take a new direction, and they can succeed in the near future, making their country's future more hopeful and secure.

To begin, develop a platform and assist parents and children in becoming more familiar with one another so that they may openly speak and express their thoughts and feelings. Because the parents of the children who are left behind travel out of station for work, they don't have much time to spend with their children, they don't know much about their children's likes and dislikes, personal growth and educational achievements, and they lack emotional communication with their children. Connection and bonding between parents and their children promotes conducive and healthy mental and physical development in youngsters while also reducing children's inferiority complexes and keeping them free of worry and melancholy. To comprehend their child's growth status and performance, parents should keep in touch with their child's teachers and keep up to speed on any pertinent information.

Second, increase the aid and support provided by all parts of society to rural children who have been left behind. It is impossible to overestimate the importance of both spiritual and material assistance. It is critical not only to improve the material living conditions of left- behind children, but also to provide them with opportunities to develop spiritually healthy lives. As a result, loving adults from all walks of life are expected to come to rural places to engage transmit good energy to children on a personal level, and allow them to feel the warmth of a vast social family.

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