
NEWSLETTER

Can Home Education Guiding Services Enhance Educational Involvement of Parents of Left-Behind Children? An Empirical Analysis Based on Evidence from Hubei Province

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AMID its economic development and social structural transformation, China has seen an ongoing flow of its rural population into urban areas, instigating the issues of left-behind children and their education. According to relevant field studies, the dearth of home education and weak connections with the school are pervasive in households with left-behind children. This has raised the concern for the inadequate educational involvement of parents of this group in academia. This article is an examination of the effects of home education guiding services on educational involvement of parents of left-behind children from the perspective of family capability development, aiming to provide implications for improving home education guidance for migrant worker parents.

Research Findings:

- Home education guiding services can significantly enhance educational involvement of parents of left-behind children. They have the potential to improve the quality and outcomes of home education of migrant worker households by providing professional guiding services to parents of left-behind children and boosting their capability in child education.
- There is heterogeneity in the effects of home education guiding services on educational involvement of parents of left-behind children in different circumstances. (i) Parents of left-behind children at the junior secondary level benefit more from home education guiding services in their in-home education involvement, whereas those of left-behind children at the primary level benefit more from these services in their out-of-home education involvement. (ii) Home education guiding services generate the most significant positive outcomes for households with both parents being migrant works in terms of in-home education involvement. Regarding out-of-home education involvement, households with the mother being the migrant worker benefit most from these services. (iii) Home education guiding ser-

vices are more beneficial for parents with medium and lower education levels in their in-home education involvement, while parents with medium and higher education levels benefit more from these services in their out-of-home education involvement.

The study proposes the following suggestions: First, give full play to the central role of the school in providing home education guiding services and ensure the basic educational involvement of parents of left-behind children; second, offer targeted guiding services in accordance with the individually different home education needs of left-behind children households; third, enhance the professionalism of home education guiding services to strengthen the family capability and educational involvement of migrant worker parents.

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