
NEWSLETTER

The Relationship between the Remigration Age and Academic Adjustment in Remigrant Children: An Empirical Study Based on a Survey in Six Counties in China

By Wang, C., Yan, J., & Cheng, Y.

Correspondence to: Yongzhou Cheng, Sanxia University, China. E-mail: 85600855@qq.com

THE study is based on a field survey of junior and senior secondary school students as remigrant children in six counties in Hubei, Guangdong, and Yunnan Provinces, who had lived outside their home places at younger ages with their migrant worker parents, using the cluster sampling method. It aims to examine the relationship between the remigration age and academic adjustment in this group, employing the OLS regression, quantile regression, and mediation effect models.

Research Findings:

- There was a negative correlation between the remigration age and academic adjustment in remigrant children. Their academic adaptability did not improve as their remigration durations prolonged.
- The negative impact of the remigration age was significant among children with prior moderate and above levels of academic adjustment but insignificant among those with prior low levels of academic adjustment.
- The remigration age of the children not only directly and negatively predicted their academic adjustment but was also indirectly related to it via the mediation effect of their willingness of returning to home places.

The implications of the study include that the barriers to migrant children's schooling outside their home places should be eliminated, that the migrant worker family needs to make legitimate decisions on remigration, and that local governments and schools should formulate inclusive programs for remigrant child education.

Source: Education & Economy, 2025; 41(01):70-77.