

A Study on Social Support for Parenting Education of Migrant Workers based on Social Survey of Judicial Social Workers

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Abstract: *The Dictionary of Education defines "parenting education" as "education for parents, with the goal of changing or strengthening parents' educational concepts, so that parents can acquire the knowledge and skills to raise and educate their children [1]." In the context of social transformation and urban-rural dual contradictions, parenting education for migrant workers is more important and urgent. This paper studies the social support for parenting education for migrant workers in rural areas of southwest China and finds that the concept of parenting education for migrant workers is backward, the method is simple and crude, the social support for parenting education for migrant workers is weak, and there is a lack of resources. In response to these problems, scholars have explored from the perspective of social support and proposed the viewpoints of building a support system with the government as the main force and developing diversified support forces with social work as the tentacles, so as to help local farmers form a parenting education concept that conforms to the development of the times and promote the healthy development of parenting education for migrant workers.*

Keywords: Parenting education for migrant workers, Social support, Social work.

1. Pain Points and Difficulties in Parenting Education for Migrant Workers

At present, the academic community mainly focuses on the content, form and policy of parenting education, but there is little parenting education for migrant workers. A series of educational issues such as the phenomenon of left-behind children dropping out of school in rural areas, the prevalence of intergenerational education, and the continuously rising crime rate have attracted widespread attention from all walks of life [2]. A large number of studies have shown that parenting education is conducive to guardians clarifying and fulfilling their statutory duties and obligations, is conducive to social support for disadvantaged groups and special groups, and is conducive to guardians' voluntary learning and participation. The current dilemma faced by parenting education for migrant workers [3], from the perspective of social stratification, migrant workers do not enjoy their due rights in terms of residence, employment, medical care, social security and children's education. These current situations are not conducive to the development of parenting education for migrant workers. The current status of family education quality of migrant workers' parents in China is mostly manifested in low academic qualifications, relatively backward educational concepts, improper educational methods, and misplaced educational values. Restricted by traditional customs and cultural levels, the educational concepts and parenting methods of migrant workers' parents are insufficient, the family education function is insufficient, the importance of parenting education is ignored, and the most real needs of children are ignored.

According to the interviews and actual investigations conducted by social workers on the families of 7 rural juvenile delinquents, we learned that their parents had low education levels, were busy making a living, and often went out to work, so they had no time to take care of parenting education, and the education they carried out was simple and crude. Among them, 5 mothers had primary school diplomas, 2 fathers had

primary school diplomas, 2 mothers had junior high school diplomas, 4 fathers had junior high school diplomas, and 1 father had a high school diploma. Among the 7 families, 4 families had both parents working in other provinces, 2 families had fathers working in other provinces and mothers working in towns, and 1 family had both parents working in towns. In a social work agency's commissioned investigation on the socialization of minors by the Public Security Bureau, a 14-year-old boy was arrested by the Public Security Bureau for stealing a motorcycle because he had no living expenses. When learning about his family background and family education, the boy said: "Once I took money from home and was discovered by my father, he whipped me. From then on, I never communicated with my father about anything. My mother had long since run away from home, and I always had to find ways to make some money to spend." When the social worker asked the boy if he knew that stealing a motorcycle was a crime, the boy replied: "I didn't think so much at the time. I just thought it would be fine as long as I did it quietly and no one found out. I didn't think the consequences would be so serious. I was afraid I would go to jail in the future." The social worker then talked to his father, who admitted that he had been away from home for a long time to work and had neglected his child's education. When he got home and heard the child's grandmother say that the child had stolen money, he was very angry and educated the child severely. He hoped that the child would correct himself. From the social survey of this teenager, we found that the parents' educational concepts and methods for their children were simple and crude, and they neglected to guide their children's correct values and comfort their hearts. They also lacked popular science education on common knowledge of laws and regulations, and had a bad parent-child relationship. The teenagers did not have the correct family obligations, values and behaviors, which led to them going astray and committing crimes [4]. However, when we return to the question of why parents did not carry out these parenting education, we found that parents did not have the ability to carry out parenting education, lacked the knowledge and skills to carry out parenting education, and lacked the support of social forces [5].

Therefore, we can see that migrant workers lack marriage education, educational knowledge, psychological knowledge and legal knowledge for their children. From the perspective of migrant workers' children, they can indeed deeply feel the great changes in their own body and mind with the changes in the social living environment, which also makes the implementation of parenting education face many difficulties. For migrant workers' children, they were born around the millennium and were at a special time node. During this period, the economy developed rapidly and online information came in like a tide. On the one hand, the rich and diverse social information opened a new window for them to understand the world and gave them the opportunity to be exposed to more knowledge and culture. However, on the other hand, the large number of bad videos about violence, crime and comparison that have emerged on the Internet are like traps hidden in the dark. Due to the lack of sufficient discernment and correct guidance, they are easily misled by these bad information. On the road to growth, they may develop wrong values and behavioral tendencies, which undoubtedly brings great challenges to parenting education. Parenting education needs to pay more attention to the special environment in which migrant workers' children live.

2. Theoretical Analysis of Social Support for Migrant Workers' Parenting Education

From the perspective of social support theory, migrant workers face many challenges in cities, such as work pressure and cultural adaptation difficulties. They also face multiple difficulties in parenting education, such as outdated concepts, lack of institutions, insufficient funds, lack of resources, and weak scientific research. Therefore, they need support and assistance from all walks of life. Social support theory emphasizes the interactive relationship between individuals and social networks. Everyone is a basic element in the social network. Therefore, we must see the importance of social relations and social structures in the social network [6]. With the help of various resources in the social network, such as government departments, community organizations, volunteer groups, educational institutions, etc., we can provide necessary support and help for the parenting education of migrant workers and their children. Similarly, human capital theory is also applicable to the study of social support for parenting education of migrant workers. Migrant workers have accumulated a certain amount of human capital through work and study in cities, but they lack professional parenting education knowledge and skills. [7] Social support can help them obtain relevant educational information and resources, improve the quality of parenting education, promote the development of children's human capital, and lay the foundation for their future development. Social workers have the concept of serving the people and promoting social equity. Therefore, from the perspective of social equity theory, giving migrant workers the same opportunities and resources as urban residents, and building a social support system can narrow the gap between migrant workers and urban residents in obtaining parenting education resources, ensure that migrant workers' children enjoy fair treatment in educational opportunities and quality, and achieve social equity and harmonious development.

3. Analysis on the Reasons for the Lack of Social Support for Migrant Workers' Parenting Education

According to the interviews and actual visits conducted by social workers with the families of 7 rural juvenile delinquents, it was analyzed that their parenting education was similar to a certain extent, with weak social support and lack of social resources. They all had the following common difficulties, which hindered the establishment and improvement of the social support system. First, backward concepts. First, some parents believe that parenting education is mainly a family matter and do not need to seek help from outside. If there is a conflict with their children, it is also "internal solution". Secondly, there is still prejudice and discrimination against migrant workers in society. It is believed that migrant workers themselves have low quality. The public does not fully realize the special difficulties faced by migrant workers' families in parenting education, such as long working hours and lack of educational resources, and thus lacks the awareness of actively providing support. Second, uneven distribution of resources. Urban high-quality parenting education resources are mainly concentrated in urban residential areas, and resources in migrant workers' settlement areas are relatively scarce, which makes it difficult for migrant workers' families to obtain high-quality parenting education support. On the government side, there is a lack of special policies for migrant workers' parenting education, and the local government does not pay enough attention to the social support for migrant workers' parenting education. Insufficient policy formulation and funding have led to an imperfect social support system. Social work intervention in family education is limited to the court or the public security department entrusting social work agencies to conduct social surveys and compulsory family education for minors or families involved in the case. There is a lack of parenting education for migrant workers' families in the entire management area, and there is an even greater lack of special parenting education service agencies and professional staff in rural communities. Third, information communication is not smooth. The information transmission between migrant workers and social support entities is not timely and accurate. Migrant workers do not understand what social support they can get, and social support entities are not clear about the actual needs of migrant workers. The nature of migrant workers' work determines that they work long hours and high intensity. Many migrant workers are engaged in construction, logistics, cleaning, catering services and other jobs in other places. The workload is heavy and they cannot leave their jobs for a long time. The distance from home is far, making it almost difficult for them to take time out to participate in parenting education activities. For example, among the interviewed families, three couples went to Guangdong construction sites to do construction. They often had to work overtime and had no energy and time to care for their children, let alone return to their hometowns to attend parenting education lectures organized by the community. This makes it difficult for them to plan time in advance to participate even if there are parenting education activities scheduled, resulting in the difficulty of effective docking of social support.

4. Strategies to Enhance Social Support for Migrant Workers' Parenting Education

(1) Government level: Increase policy support, formulate policies specifically for social support of parenting education for migrant workers, clarify the responsibilities and division of labor of various departments, and ensure the effective implementation of policies. Take positive actions to lead multiple social support entities to pay attention to and participate in the assistance of migrant workers' parenting education difficulties, including communities, enterprises, social organizations, volunteers, etc., and clarify the responsibilities and roles that each entity should assume in the parenting education of migrant workers. Increase financial investment, establish a special fund for social support of parenting education for migrant workers, encourage and support the construction of community parenting education service centers, guide social organizations to carry out parenting education activities, etc., and do not wait until it is necessary to entrust social organizations to carry out compulsory family education before taking action. Establish and improve the supervision and evaluation mechanism, conduct regular supervision and evaluation of the work of government departments in social support of parenting education for migrant workers, and ensure the rational use of funds and the implementation of policies.

(2) Community level: Establish and improve parenting education service centers, equip them with professional staff, introduce professional social organizations to station there, and explore various forms of parenting education training and activities. As the grassroots of social stability and an important position for serving the people, the community should actively solve the life problems and parenting education problems of disadvantaged groups, actively strengthen cooperation and communication with schools, enterprises, and social organizations, integrate resources from all parties, and jointly provide all-round parenting education support for migrant workers' families. Use community network platforms, such as WeChat public accounts and residents' WeChat groups, to timely release parenting education information and resources. Use community discussion platforms, such as community party member meetings, community voter voting, community voting meetings, etc., to explain the importance of parenting education to residents through specific parenting cases, so as to facilitate migrant workers' parents to obtain relevant knowledge and information.

(3) Social organization level: Social workers have unique advantages in the education of migrant workers' children. They can help migrant workers' children grow up healthily by establishing family support networks, promoting school cooperation, promoting community participation and advocating policy influence. They should actively give play to their own advantages, enrich the content of support, carry out parenting education project cooperation, cooperate with advanced parenting education institutions at home and abroad, introduce advanced concepts and experiences, including but not limited to knowledge training, provision of educational resources, organization of parent-child activities, psychological counseling services and other dimensions, to improve the level of parenting education for migrant workers.

They should organize professional parenting education teams to carry out parenting education counseling and consulting services in migrant workers' settlements, strengthen cooperation with the government and the community, strive for government policy support and community venue support, and expand their service scope and influence. They should conduct a comprehensive inventory and integration of existing social support resources, including government investment, parenting education facilities established by the community, parenting education activities carried out by social organizations, etc., evaluate the adequacy and utilization efficiency of resources, and enable local migrant workers' parenting education to develop in an orderly manner.

(4) Enterprise level: Establish a sense of social responsibility, incorporate parenting education for migrant workers into the enterprise employee welfare system, and provide parenting education training opportunities and related resources for migrant workers' parents. Encourage enterprise employees to pair up with migrant workers' families to provide assistance and carry out parent-child activities, etc., to create a corporate culture atmosphere that cares about parenting education for migrant workers' families. Set up a parenting education publicity column within the enterprise, regularly publish parenting education knowledge and experience, and help migrant workers' parents improve their parenting education capabilities.

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