
NEWSLETTER

The Effect of Teachers' Support on School Adaptation of Chinese Migrant Children

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USING data from China Education Panel Survey (2014-2015), the current study focused on the role and the internal mechanisms of teachers' support on school adaptation of Chinese migrant children. The research carried out data analysis by building relationship models among three dimensions of teacher support (academic support, emotional support, and relationship support), self-education expectations of migrant children, mental health status, and school adaptation. The research findings are as follows:

- The school adaptation level of migrant children was significantly lower than that of the urban local children.
- Teachers' support and its three sub-dimensions had positive effects on self-educational expectations, mental health and school adaptation.
- Self-educational expectations and mental health played an intermediate role between teachers' support and school adaptation of migrant children.
- The three dimensions of teachers' support had different influence mechanisms on school adaptation of migrant children; teachers' academic support influenced school adaptation through self-educational expectations, teachers' emotional support influenced school adaptation through mental health, and teachers' relationship support influenced school adaptation through self-educational expectations and mental health.

Therefore, in the design of the migrant children's social integration policies, we should pay more attention to the problem occurs when facing school adaptation, fully play the protective role of teachers' support for children's school adaptation, establish and improve the mental health service system for the mobile children, and as a result, improve the external social and ecological environment for the living and learning of the migrant children with the intervention of comprehensive social integration policies.

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