

The Challenges in Autonomous Literacy Learning Faced by Left-Behind Children in Hebei Province

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Abstract

Left-behind children in rural China face significant challenges in autonomous literacy learning due to parental absence, limited educational resources, and socio-emotional difficulties, this study explores these challenges in the context of Hebei Province using a qualitative approach through semi-structured interviews, the findings indicate that left-behind children struggle with insufficient parental guidance, restricted access to learning materials, low self-motivation, language barriers, and emotional distress, all of which hinder their literacy development, the study further reveals that the lack of structured support systems exacerbates these difficulties, making it harder for these children to engage in independent literacy activities, to address these issues, the research proposes several recommendations, including strengthening school-based literacy programs, enhancing parental and guardian involvement, increasing access to educational resources, incorporating bilingual literacy strategies, and providing socio-emotional support, additionally, policy interventions and community-based initiatives are suggested to create a more inclusive learning environment for left-behind children. This study contributes to the understanding of the literacy development of left-behind children and highlights the urgent need for targeted educational interventions.

