

Nurturing Resilience: Exploring Protective Factors in Coping with Adversity among College Students with Left-Behind Experiences in Central China

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Abstract

Background: Due to prevailing policies, economic factors, and other societal influences, a significant number of parents feel obligated to travel for work, resulting in the separation of families and the formation of a distinct group known as "left-behind children." Although most research emphasizes the negative impact of such situations on children, a contrasting perspective has arisen. This study distinguishes itself by examining the underexplored trajectory of college students who, although facing the difficulties of being neglected, demonstrate an exceptional ability to bounce back. This research examines the elements that maintain and strengthen resilience among these students by taking into account their life path viewpoint. The study seeks to explore the various ways in which college students who have experienced being left behind deal with challenges during their time at home, while also experiencing personal growth and development. This research aims to highlight the positive aspects of their life journey. **Methods:** This study utilized a qualitative research methodology, conducting in-depth interviews using semi-structured questionnaires in the central area of China. The sample consisted of 12 college students who had experienced being left behind and had remarkable resilience in effectively overcoming challenges related to their specific situations. The interviews were conducted with the purpose of obtaining detailed and subtle understanding of the life experiences and strategies for dealing with difficulties of these persons. The obtained data underwent a thorough examination using thematic analysis methodologies, which enabled the identification and interpretation of recurring themes and patterns. This study utilized a methodological framework to gain a thorough understanding of the factors that protect college students with left-behind experiences in central China, enabling them to overcome challenges and demonstrate resilience. The aim was to shed light on the complexities of resilience in this specific context. **Results:** This analysis identified crucial characteristics that have a beneficial impact on the resilience of children who are left behind, highlighting critical determinants that originate from both internal and external sources. Within this population, several personality features and personal attributes have

been identified as important factors in increasing resilience. The innate attributes of resilient individuals significantly contributed to strengthening their ability to face and conquer adversity. Externally, a network of supportive aspects was discovered, including strong parental support, encouragement and nurturing within the school setting, and the presence of a caring community climate. The external factors mentioned here were crucial in shaping the ability of left-behind children to adapt. This shows how personal characteristics and external support systems are interconnected and important for developing resilience in difficult situations. **Conclusion:** College students who have experienced being abandoned by their parents show significant psychological well-being, indicating a strong ability to cope with and reduce the potential negative impacts of parental migration. This study emphasizes that individuals who have had at least one parent absent owing to work-related commitments do not show any noticeable psychological disorders, despite common preconceptions about the challenges they may face. Conversely, their ability to adapt and bounce back has thrived due to a blend of inherent initiatives and external assistance methods. The research findings enhance our understanding of the developmental paths of children who are left behind, revealing the complexities of their experiences. This study enhances scholarly discussion and provides significant insights for interventions that aim to promote the healthy development of left-behind children by identifying and examining protective factors that enhance resilience. The consequences have a broader scope than just academia, serving as a practical resource for stakeholders and politicians engaged in formulating measures to promote the welfare of this specific group.

Keywords: Left-behind Experiences, College Students, Resilience, Protective Factors, Qualitative Study

Introduction

Internationally, the increasing need for parents to work outside their homes has led to a widespread occurrence where their underage children are left behind, especially in rural areas. The phenomenon of families being separated due to work-related reasons is especially prevalent in Asia, where a combination of economic, social, and demographic factors contribute to this common occurrence. The tendency is not limited to Asia, but also observed in Africa and Eastern Europe, as noted by Antia in 2020. This pattern exemplifies the intricate interaction between societal forces and economic necessities that drive parents to make difficult choices, which in turn affect the family and developmental environments of the children who are left behind.

Due to China's reform and opening-up policies and the subsequent increase in urbanization, a significant number of migrant workers have moved to areas outside of their registered dwellings. The combination of this demographic change and the limitations imposed by the household registration system has led to the emergence of a specific group referred to as "left-behind children." This situation, characterized by minors under the age of 16 whose parents work outside their place of residence, has been thoroughly recorded. Qing (2019) has emphasized its ubiquity. Commonly recognized in national study, the traditional account suggests that the phenomenon of being abandoned leads to various adverse effects on youngsters, encompassing psychological anguish (Cao, 2020), social unease, and less overall contentment with life (Jun, 2020). Research suggests that left-behind youngsters have a tendency to exhibit behavioral aberrations, such as regularly missing school, being aggressive, and dropping out of school (Yang Qin, 2014). However, it is important to highlight that not all left-behind children fit the description of "problem children." Certain individuals have

effectively managed the negative consequences of their experiences of being left behind, showcasing resilience and developing positive attributes despite difficult circumstances (Shen Lili, 2019). This resilience contradicts existing beliefs and emphasizes the necessity for a comprehensive comprehension of the various paths encountered by children who are left behind.

Resilience, as defined in this study, refers to the ability of an individual to effectively respond and adapt to various environmental conditions. It involves the interaction between protective and risk factors throughout one's life (Richardson, G.E., 2002). Extensive study conducted both within a country and across other countries regularly emphasizes the significant differences in how risk factors affect children who are left behind. This research consistently shows that most of these youngsters are not overwhelmed by considerable difficulties in unfavorable circumstances (Xi, 2016). This pattern suggests a widespread and strong ability to recover within this particular group of people. Importantly, both internal and external elements that provide protection, including positive personal qualities, support from family, and favorable environments in schools and communities, are found to be crucial determinants that greatly contribute to the development of resilience (Xi, 2016). Moreover, empirical data indicates that developing resilience successfully reduces the psychological difficulties experienced by children who are left behind, highlighting its essential contribution to their overall and sound growth (Fang, 2008).

This study aims to expand the perspective by focusing on the resilience of left-behind children beyond their formative years, which is an area that has not been well explored in existing literature. The research aims to investigate the protective elements that contribute to the growth process of left-behind children by selecting college students who have successfully overcome this period as research subjects and conducting face-to-face interviews. This innovative approach seeks to illuminate the long-lasting influence of protective factors that extend beyond childhood, offering a thorough comprehension of the elements that contribute to the enduring resilience of individuals who have overcome their disadvantaged experiences and achieved successful adulthood.

Methodology

Research Design

The study's methodological framework was organized in a two-tiered procedure. At first, a thorough questionnaire survey was conducted to gather information about the participants' background as left-behind individuals, their developmental path, and their psychological experiences. Following that, in-person interviews were carried out, during which the subjects openly divulged their experiences. The interviews were methodically recorded using audio technology, with the explicit permission of the individuals being interviewed, to ensure a thorough and detailed account of their stories. The recorded materials were transcribed, with meticulous focus on addressing any ambiguities or doubts in the presented information. Thematic analysis was subsequently utilized to carefully scrutinize and classify the transcribed text documents, with the aim of extracting different aspects that contribute to the development of resilience in left-behind children.

Before starting this study, ethical issues were of utmost importance. The research idea underwent thorough scrutiny by the Ethics Committee of Universiti Teknologi MARA, obtaining ethical approval. Prior to the interviews, prospective participants were provided with a detailed explanation of the study's goals and criteria, so ensuring that they gave their consent with full knowledge and understanding. The participants were both verbally and in

writing assured of their voluntary involvement and the confidentiality of their contributions. The rigorous approach emphasizes the dedication to ethical research techniques and the well-being of participants during the whole study.

Population and Sample Procedures

The subject recruitment for this study utilized a snowball sampling technique, adhering to precise inclusion criteria. The recruiting criteria were restricted to persons who meet the following conditions: (1) being enrolled in college, (2) having experienced abandonment for a period exceeding 6 months prior to turning 18, and (3) having successfully filled out the questionnaire offered by this study. Before the interviews, all participants had an initial assessment of their resilience level using the Resilience Scale created by Tao (2020). For this study, persons who scored above the set average threshold of 90 on the resilience scale were classed as resilient, based on the previous empirical research conducted by Y.-Q. G. Hu and Yi-Qun in 2008.

Ultimately, a group of 12 college students, all of whom had prior encounters of being left behind, were selected for this research endeavor. The group was diverse in terms of gender, with 10 females and 2 males, and had an average age of 19 years. The length of their residency varied from 1 to 18 years, indicating a wide spectrum of experiences. The majority of participants were primarily brought up in rural regions by their grandparents, occasionally receiving company from one of their parents. This specific design deliberately aims to achieve a harmonious distribution of factors such as length of stay, duration, geographical location, and family circumstances. This ensures a full portrayal of the many backgrounds and experiences of college students who have experienced being left behind.

Instrumentations

The research methods utilized in this study included a structured questionnaire and a semi-structured interview questionnaire, both specifically designed to capture different aspects of the participants' experiences. The Resilience Scale, a widely recognized assessment tool consisting of 24 items, was used to evaluate the resilience levels of the participants. Prior research has shown that the scale possesses strong convergent and concurrent validity. Respondents utilized a five-point Likert scale, with options ranging from 1 (strongly disagree) to 5 (strongly agree), to rate each item. The scale's total scores varied from 24 to 120, with higher values indicating higher degrees of resilience.

In addition to the quantitative assessment, a semi-structured interview questionnaire was used to explore qualitative aspects. The questionnaire encompassed a wide range of subjects, such as life experiences, coping strategies, the impact of important individuals, and personal history. The interview plan included open-ended questions such as "What is your life like when you are unable to leave your home?" and "How do you cope with difficult situations?", allowing for a detailed examination of the participants' experiences during their period of being at home. This study, influenced by Tao's (2020) research, attempted to get detailed qualitative insights from the participants' narratives. The goal was to gain a thorough knowledge of the elements that impact resilience among college students who had experienced being left behind.

Data Collection Procedures

The data collection approach for this study focused on conducting face-to-face semi-structured interviews. These interviews were used to gain firsthand accounts from

participants regarding their experiences of leaving behind. The author conducted personalized interviews with each subject, allowing for a direct and nuanced study of their histories. In light of the interviewees' concerns with video recording, the study chose to utilize audio recording instead in order to ensure their comfort and encourage open and honest discussion. The interviews, which lasted around 30 minutes per person, were carefully recorded and then transcribed, with express agreement acquired from the interviewees. In addition to recording spoken narratives, the interviews also encompassed astute observation of the respondents' behaviors and facial expressions, so offering supplementary depths of understanding of their experiences. In order to improve the precision, openness, and validation of the data, comprehensive transcripts were provided to the participants for their examination and clarification. These transcripts included specific questions aimed at identifying any errors or omissions. The rigorous methodology was implemented to build confidence, maintain data integrity, and improve the study's findings' trustworthiness.

Data Analysis

The review has maintained a respectful and critical approach while examining both theoretical frameworks and empirical material in depth. The analytical process for this study followed the principles of a thematic analysis approach and was conducted jointly by the first and second authors. Before incorporating any conceptual frameworks into the narrative, the authors participated in a constant process of reflection, being aware of the preconceived notions influenced by their familiarity with current literature and the thematic analysis approach. The process of collecting and analyzing data occurred simultaneously, with continuous and iterative assessment and improvement throughout the project. The thematic investigation covered a wide range of subjects, with a specific emphasis on protective factors that enhance resilience during the period of staying at home. The analysis aimed to understand how individuals effectively deal with challenges, adjust to their surroundings, and develop resilience in the specific context of being left behind. This contributes to a more detailed understanding of the factors that influence resilience among college students who have experienced being left behind.

Result

An in-depth analysis of the research and personal experiences of participants during their periods of staying at home reveals a division of protective variables into two main categories. The first aspect pertains to personal characteristics, referring to the inherent qualities and abilities within the left-behind children themselves. The second aspect pertains to external resources that go beyond the individual and encompass the support systems provided by families, schools, communities, and society as a whole. Protective factors are commonly classified into internal and external categories. Protective factors correspond to the innate abilities or latent potential that exist inside the left-behind youngsters. Protective factors primarily refer to the support systems provided by family, education, community, and society for the well-being of children who have been left behind. The results are methodically displayed in Table 1 and visually depicted in Figure 1, providing an organized and thorough summary of the contrasting protective factors that impact resilience in college students who have experienced being left behind. Table 1 displays the demographic information of these participants..

Table 1

Respondent's personal information

Case number	Left-behind type	Sex	Age	Education level	Age and stage of left behind	Guardian
A	Parents were out	Girl	19	Undergraduate	6-18years old	Grandmother, uncle, aunt
B	Parents were out	Girl	20	Undergraduate	9-15years old	Maternal grandparents
C	Mother went out and father came back later	Girl	18	Undergraduate	1-18years old (14-year-old father returns home to work)	Grandmother
D	Father went out and mother came back later	Girl	19	Undergraduate	12-18years old	Grandparents
E	Parents were out	Girl	18	Undergraduate	1-12years old	Grandparents
F	Parents were out	Boy	20	Undergraduate	5-15years old	Grandparents
G	Father went out and mother came back later	Girl	19	Undergraduate	6-18years old	Grandparents
H	Father was out and mother was at home	Girl	19	Undergraduate	7-18years old	Grandparents
I	Parents were out	Girl	19	Undergraduate	8-10years old	Grandparents
J	Parents were out	Girl	18	Undergraduate	6-13years old	Grandmother
K	Parents were out	Boy	19	Undergraduate	8-11years old	Grandmother
L	Parents were out	Girl	20	Undergraduate	9-18years old	Grandparents

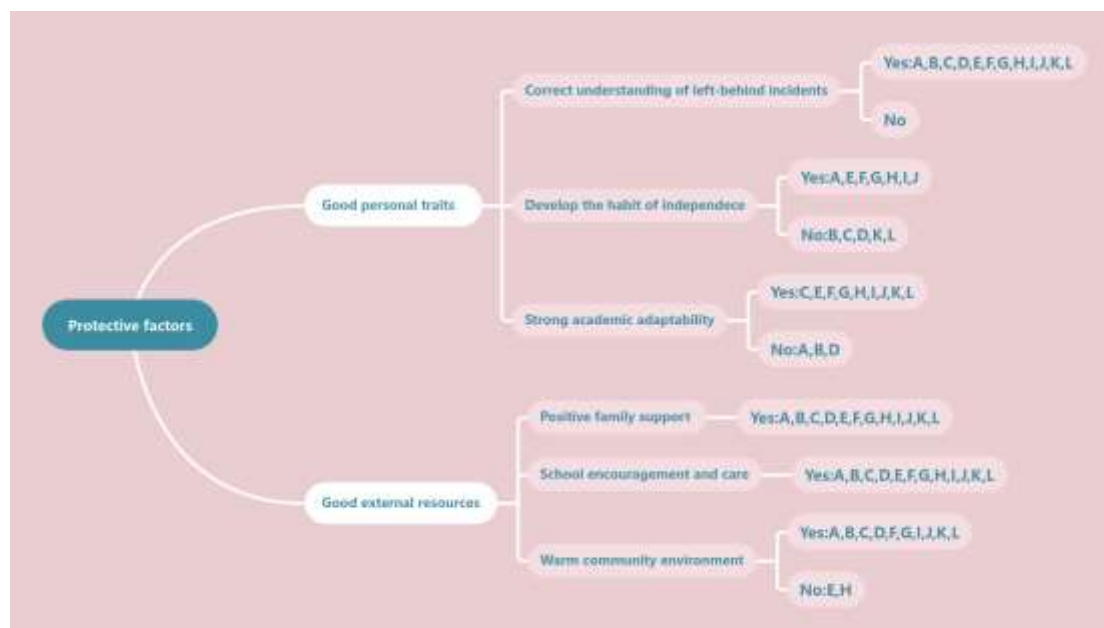


Figure 1 Protective factor categories and themes

Good personal traits**Correct understanding of left-behind incidents**

According to Luthar et al., resilience is greatly affected by how individuals perceive and understand their life experiences (Xi, 2016). The present study explores the interviewees' subjective comprehension of their own experiences, namely their favorable interpretations of the motivations behind their parents' decision to work away from home. The capacity of these individuals to interpret and understand the conditions related to their parents' career decisions is recognized as a component that contributes to their overall positive growth. Positive interpretations of the problems associated with parents leaving for work might help children better understand and adapt to a lifestyle that is different from their peers. When asked why their parents go to work, the participants in the interviews consistently demonstrated their understanding and support for their parents' decisions. This reflects their resilient mindset and ability to adapt.

Because they have to provide us with living expenses and tuition fees. (A)

To make money, the salary is not high when working at home, the salary is higher when working outside the home. (B, D, H, I, J)

To make money and provide me with better living conditions. (C, E, F)

They just wanted to live a better life at home, make more money, and hope that I would get into a good school. (I)

My mother went out to work just when I was in junior high school. At that time, she was working in a supermarket and worked 8 hours a day. To make more money, I work overtime during my breaks. I feel sorry for her. (G)

Develop the habit of independence

The requirement for parents to engage in employment outside of their residence leads to a unique caregiving arrangement for children who are left behind. In this situation, the individuals responsible for their welfare are typically older, dealing with health difficulties, and occasionally setting higher standards. Children who are left behind in such a distinctive developmental setting demonstrate a swift development of

autonomous personalities. These children experience a transforming process as they take on the responsibility of caring for themselves and adjusting to conditions influenced by the age and health limitations of their guardians. This process helps them develop skills such as self-reliance, resilience, and adaptability. The unique circumstances of caring foster the development of self-reliant characteristics, as children acquire the skills to navigate and handle their daily routines without their parents' presence. This process shapes their personality as they adapt to the challenges of their surroundings. This phenomena demonstrates the intricate ways in which external factors impact the growth of children who have been left behind, highlighting the significance of taking into account the wider social and familial environment while analyzing their specific development paths.

Grandma is getting older, and she can't understand many of my ideas. Every time I encounter difficulties, I will be strong enough to overcome them. (G)

I think my grandma is very good to me and relatively strict with me. She pays more attention to making me more independent. For example, he taught me how to cook and wash clothes. (I)

When something sad or bad happens, I cry first and then look for a solution after I finish crying. (E)

After my mother went out to work, I learned to cook for myself. (A)

Since my parents went out to work, I have learned new skills, developed hobbies, and released stress through sports, such as playing ball and running. (J)

Strong academic adaptability

An overarching and noteworthy trait observed in all participants of this study is their heightened preoccupation with academic achievement throughout their educational trajectories. These individuals have a shared dedication to investing time and effort in achieving academic excellence, highlighting the inherent importance they place on education. Their desire of higher education is mostly driven by a shared emphasis on academic accomplishment. In addition to its function of enabling college admission, this dedication to academic superiority also serves as a significant element in the cultivation of resilience. The capacity to successfully adjust to academic obstacles and requirements not only highlights their academic flexibility but also acts as a catalyst for the development of resilience. The participants' shared emphasis on education demonstrates an important facet of their resilience, underscoring the link between academic commitment and the cultivation of essential skills needed to overcome obstacles in their educational and personal journeys.

In my third year of high school, I would get up half an hour early to study and memorize history. (G)

My math scores are very poor, so I will discuss problems with my friends. (C)

My parents went out to work, so my grades were not very good for a while. I just persisted in studying hard and my grades improved. (E)

After my parents went out, my grades were very unsatisfactory. I called my parents for help and asked them to enlighten me. I sometimes ask teachers for advice and ask them to help me think of solutions. (F)

Good external resources**Positive family support**

The family members of the respondents play a crucial role in promoting a positive and well-rounded development through their constructive educational perspective. The respondent's family's positive educational attitude is crucial in fostering an optimistic mindset and promoting the individual's comprehensive development. By embracing a favorable outlook on education, family members actively contribute to the establishment of an environment that is conducive to learning. In addition, these family members play a vital role in offering strong support for the academic pursuits of the individuals, thereby greatly aiding their scholastic progress. The act of providing robust support includes not just offering emotional encouragement, but also providing actual resources. This highlights the diverse impact of familial engagement on molding the academic paths of the individuals surveyed. The strong connection between the educational attitudes of families, the support systems they provide, and the academic journey clearly demonstrates the significance of the family setting in promoting positive development among persons who have experienced being left behind.

When I graduated from elementary school, I had an opportunity to enter a key junior high school, and my parents needed to take me to another place to take the exam. It happened that my grandparents were not feeling well and could not take me there. My parents contacted a friend to take me to the exam. (B)

When I was in elementary school, I needed to buy books related to study. My mother said that as long as there are books about learning, even if the family is in difficulty, she will try to be satisfied. (E)

When interviewees encounter setbacks, their family members will actively educate and encourage them. This gave the interviewees important moral support. (G)

When I failed the exam, they would comfort me and enlighten me. When I was anxious about the college entrance examination, I also called my parents for help. They helped me share some of my anxiety and comforted me. I slowly calmed down and prepared for the exam. (F)

School encouragement and care

The study found that teacher recognition, encouragement, and peer support had a significant positive impact on the interviewees, especially because many of them experienced this phase during their formative teenage years, which coincided with their school education. The study extensively examined the subtle impacts of support from school teachers and acknowledgment from peers on the respondents' ability to bounce back from adversity, using a combination of questionnaire surveys and interviews with a large number of participants. The results highlight the crucial role that teacher support and peer recognition play in influencing the psychological resilience of individuals who have experienced being left behind during their time in school. The support offered by educators and classmates extends beyond academic domains, encompassing good emotional encouragement and the fostering of an optimistic perspective on life. The experiences of Cases A and J demonstrate that spending time with classmates and friends is a significant source of happiness. This highlights the important role of peer support in promoting positive emotional well-being and building resilience in individuals with left-behind backgrounds.

I like to play with my friends and have a lot of fun. (J)

I always played with my classmates in school, and we often played table tennis together. (F)

At the same time, the recognition and positive emotions gained from getting along with teachers at school during the stay-at-home period will also positively impact them. *Case A recalled that the care and attention of teachers in junior high school made her feel warm. Cases F and R said that they got along well with their teachers. Case F shows that the teacher's sense of responsibility is conducive to his growth.*

What I remember most deeply is my junior high school teacher. He was very kind to me. I was the class monitor at the time and communicated more with the class teacher. He knows my family situation, pays special attention to me, and treats me very well. (A)
The teacher is very responsible. Teachers care about our study and life and urge us to improve our performance. (F)

Warm community environment

The current study confirms previous research by demonstrating that there is a favorable relationship between social support and resilience. Increased levels of social support are associated with greater resilience, leading to less emotional difficulties, more flexibility, and the adoption of more constructive coping strategies in response to challenges among individuals. This is consistent with the findings of Zhou Tianmei's research conducted in 2020. Traditional Chinese living patterns prioritize neighborhood relationships and community interactions. Therefore, when examining the resilience of children who have been left behind, it is crucial to take into account the compassionate care and social assistance offered by members of the local community. The majority of participants in this study admitted to having frequent interactions with their neighbors, highlighting the importance of community dynamics and the possible influence of neighborly ties on the resilience of persons who have experienced being left behind. The recognition of social connections within the community reveals an important aspect in comprehending the complex structure of social support and its potential in promoting resilience among this particular demographic.

For example, cases B, C, and D all said that they often went to their neighbors' houses to play, and their neighbors would occasionally come to their own homes to play. Case K also said that even if he and his neighbor did not go to each other's home, they would invite each other to go out and play together.

Discussion

This study conducted a thorough examination of the experiences of college students who were left behind during their childhood and adolescence. The study aimed to find characteristics that help rural left-behind children develop resilience. The resilience of left-behind children is mostly determined by their perception and attitude towards their parents' leaving for work, which directly impacts their psychological well-being and conduct (Qian, 2007). External elements, such as healthy parent-child ties, teacher-student relationships, and community relationships, are crucial in promoting a sense of belonging and optimism (Yang, 2017). The development of resilience in college students who have experienced being left behind has a substantial impact on their self-identity, self-development, and self-attitude (Lai Wanglun, 2018). Jingguo (2018) promotes positive interpretations of the left-behind incident, which focus on removing the "left-behind" label, developing internal protective factors, enhancing self-esteem, and rectifying self-perception. The presence of a positive mindset aids in the development of increased resilience, which enables individuals to regain optimal mental health despite facing challenging circumstances (Zemei, 2018). The study highlights the notion that youngsters, who possess the capacity to confront challenging

settings and cultivate self-adaptation and development, perceive the temporary absence of a parent as an opportunity for personal growth rather than a reason for feeling sorry for oneself, being defeated, or feeling inferior. Intervention measures, supported by relevant studies, are effective in improving students' resilience and preventing mental diseases caused by stress (Guan, 2019).

Moreover, the study finds three external elements that contribute to the enhancement of resilience: favorable family support, encouragement and nurturing in school, and a welcoming community environment. Family support plays a significant role in protecting individuals, as highlighted by Jingguo (2018), who emphasizes the strong influence of parental involvement, especially during critical moments, in strengthening protective characteristics within the family system. The absence of parental affection and attention has a negative impact on the proper functioning of the family unit and impedes the wholesome physical and psychological development of children who are left behind. The development of strong resilience is crucial in shaping family concepts and connections. In addition to parents, relatives and caregivers have a substantial role in providing assistance to teenagers who are left behind, based on cultural expectations of familial responsibilities (Y. B. Hu, Judith & Lonne, Bob, 2020).

Furthermore, the promotion of academic motivation and the backing of one's peers are identified as crucial variables that provide protection. The study conducted by Xuanguo (2020) highlights the significance of school social capital in safeguarding academic effort and resilience. It reveals that the support provided by teachers in their job substantially impacts the progress, maturation, and adjustment of left-behind children and adolescents (Gao Jie, 2021). Peer social capital is also crucial in promoting resilience. The study corroborates Oberle's (2011) findings, which emphasize the favorable correlation between optimism, a robust sense of school belonging, and life satisfaction among adolescents. Moreira (2021) further underscores the importance of school encouragement, supporting its value for adolescents who have been left behind.

At the community level, community workers create personal files for left-behind children, documenting their fundamental circumstances and developmental experiences, so enhancing the effectiveness of community support. This practice, which promotes the development of resilience, encourages pleasant emotional experiences and supports the overall physical and mental health of individuals, thereby reducing the adverse effects of risk factors (D. Jingguo, 2020; Givaudan, 2016). In summary, this thorough investigation provides insight into the complex interaction between internal and environmental factors that affect the resilience of children who are left behind. It offers useful knowledge for developing comprehensive intervention techniques and support systems.

Limitation

It is important to acknowledge that this study has limitations that should be taken into account. Initially, the research relies on interviews conducted with a rather small sample size of 12 college students who have had the experience of being abandoned. This restricted sample size may restrict the applicability of the findings. Furthermore, the utilization of a snowball sampling technique may add a potential bias due to the interpersonal connections between the interviewer and the interviewees. These ties have the potential to impact the collected data and might not comprehensively represent the range of experiences within the larger community. Finally, although the study used interviews to investigate protective factors related to the experience of being left behind, the inherent limitations of this

methodology may hinder the ability to establish a definitive and precise causal relationship between individual traits and external protective factors. The heterogeneity of individual experiences can introduce unpredictability in the outcomes, limiting their representativeness to some extent. It is important to remember these limitations when interpreting the findings and they also indicate areas that should be taken into account in future research efforts.

Conclusion

This study specifically targets college students who have effectively navigated the transition into adulthood and have firsthand experience of being left behind. The objective is to identify the elements that contributed to their ability to bounce back during this hard phase of being left behind. The research examines the protective variables that had a role in their resilience to overcome hardship, using in-depth interviews. The findings emphasize that individuals demonstrated resilience during their period of staying at home by employing both internal strategies, such as possessing admirable personal traits like a sophisticated comprehension of past events, developing independent routines, and displaying strong academic adaptability, as well as external support systems, including positive family relationships, school encouragement and support, and a nurturing community setting. This study enhances our comprehension of the developmental paths of children who are left behind, and also illuminates the characteristics that enhance their ability to recover from adversity. The findings obtained from this research provide significant guidance for treatments focused on improving the healthy growth of children who are left behind, highlighting the significance of both internal and external influences in fostering resilience during crucial periods of development.

This study recommends building a "family-school-community" care linkage system to improve the resilience of left-behind children. Family members should enhance communication with left-behind children, strengthen supervision of them, and create a warm and safe family atmosphere. Such a family atmosphere will help strengthen left-behind children's correct interpretation of left-behind events and help them develop the habit of independence. Schools can offer courses related to resilience and provide certain care and help to the special group of left-behind children. The school creates an environment for students to grow physically and mentally healthy. This will help improve the learning interest and academic adaptability of left-behind children. The community tries its best to improve various infrastructures and carry out various forms of cultural and recreational activities and caring activities. The community creates a warm environment for left-behind children, which will allow them to have a wonderful childhood.

Future research

Families, schools, and communities have a crucial role in the personal socialization of left-behind children and are essential in creating a comprehensive care and support system for them. The development of resilience requires a collective endeavor involving families, schools, and communities. Nevertheless, the current state of affairs demonstrates a deficiency in efficient communication and practical cooperation between them, impeding the attainment of reciprocal assistance. When examined from the perspective of fostering resilience, each of these entities—families, schools, and communities—has unique strengths and weaknesses. Dependence on a single factor is inadequate to handle all aspects of a child's development, requiring a coordinated approach. A synergistic support network can be built by aligning and optimizing the relationships between family, school, and community support,

capitalizing on their individual strengths, and addressing their weaknesses. This guarantees that the family, school, and community not only provide assistance to one another but also enhance each other's positive qualities, resulting in a reciprocal connection that promotes complete and mutually advantageous support for the growth of left-behind children. Notably, specific accomplishments in agriculture have been recorded (D. Jingguo, 2020).

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Conflict of Interest

The authors declare no potential conflicts of interest related to this article's research, authorship, and publication.

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