

The impact of sports participation on school inclusion degree of the left-behind and migrant children-An empirical study based on China national survey data

LIU Shu-hong^{1,2}, CAO Ji-hong^{3*}

Abstract

The percentage of left-behind and migrant children's (MC) school enrollment is crucial to their healthy development and China's urbanization and social change processes. This study examines the effect of sports involvement on the school inclusion rate of China's left-behind and MC students. This study selects data from the China Education Panel Survey for 2013-2014. (CEPS). The ANOVA and LSD multiple comparison analyses were used to statistically examine the school inclusion gap between children who were left behind, migrant, and urban. Among left-behind and MC, the association between sports participation, interpersonal ability, and school inclusion degree was empirically tested and analyzed using a bias-corrected nonparametric percentile technique via the SPSS plug-in process. Secondly, the statistics indicate that the percentage of left-behind and MC children who attend school is much lower than that of urban children. Secondly, the results suggest that sports engagement considerably impacts school inclusion in terms of those who have fallen behind and those with disabilities. In addition, the investigation of the mediating mechanism reveals that social and interpersonal skill partially mediates the relationship. In terms of individual and family variables, the results indicate that gender, age, family economic situations, and the father's educational level substantially impact the degree of school inclusion.

Keyword: Left-behind children; MC; sports participation; school inclusion; interpersonal ability

1. Introduction

China's urbanization process has evolved rapidly since the 1980s. Geographically speaking, the workforce has the feature of shifting from rural to urban areas. The migration pattern has created the trait of "separation of individuals and families." According to the seventh national census results, the discrepancy between the residence and household registration site has grown quite prevalent. The number of separated households in China reached 493 million in 2020, or around 35 percent of the population. Those who leave their cities to work in the countryside contribute significantly to China's economic development. They also improve the financial status of their own families and the living conditions of their own families. For those who have formed a family and left their hometown to find employment, there is a distinction between children who stay behind and children who move with them based on the decision of whether their children follow them to the new location (Peng, 2021). Children who relocate with their parents are considered MCs and must reside and attend school outside of their hometown. In 2016, the Opinions of the "State Council on Strengthening the Care and Protection of Rural Left-behind Children (LBC)" proposed that LBCs are minors under the age of sixteen whose parents work outside the household registered location

or one of them is out of household register location. The other does not have guardianship (Fu & Zhao, 2020). The outworking population strives objectively for a solid economic foundation and favorable conditions for the growth of the next generation. Still, LBCs are separated from their parents and lack effective supervision and affectionate care. MC must leave their hometown and follow their parents to integrate into a new environment (Wang & Liu, 2021). Adolescence is a transitory era during which youngsters assume adult roles and is characterized by rapid physical and mental growth (Wang et al., 2020). Being a significant portion of China's next generation, many LBCs and MCs' capacity to grow physically and mentally well is crucial to China's urbanization and social transition. In recent years, the psychological disorders, behavioral issues, and social ties of LBC and MC have become the focus of government agencies and a new area of research (Tao et al., 2014). The poor rate of school inclusion is one of the most significant issues facing Families and their children. School is the most frequent contact point for students, and the influence of school on students has a strong external impact on the future growth and development of left-behind and minority children; therefore, how to improve the school inclusion of LBC and children is of profound social significance and merits further study (Matsa, 2022).

¹ School of Physical Education, Liaoning Normal University, Dalian 116026, Liaoning, China

² Graduate Students' Affairs Department, Shenyang Sport University, Shenyang 110102, Liaoning, China

³ School of Social Sports, Shenyang Sport University, Shenyang 110102, Liaoning, China

According to urban inclusion theory, psychological, cultural, and economic integration is lengthy. It focuses primarily on analyzing the integration requirements and degree of immigrants or transient individuals in terms of the four dimensions of identity, geographical, cultural, and economic integration. Some domestic and international literature has examined the mental health and urban integration of migrant and left-behind groups through the lens of sports engagement using survey data. [Abdeahad and Mock \(2023\)](#) discovered that immigrant engagement in sports could improve their relationships with groups of diverse cultural backgrounds, boost their social skills, and strengthen their social ties. Using qualitative interviews, [Dagkas \(2018\)](#) and [Ricatti, Dutto, and del Bono \(2022\)](#) discovered that sports engagement positively impacts the interpersonal and social inclusion of the older migrant population. Unfortunately, there is a lack of research on the effect of sports engagement on school inclusion for left-behind and MC students in specific school environments. There is a lack of statistical presentation and more in-depth research through macro data sets, and past studies have only addressed specific topics by separately polling a particular population. Thus, this study used multivariate mathematical and statistical analysis to determine the degree of school inclusion disparity between children who were left behind, migrant children, and urban children. The study empirically examines the association between left-behind and MC sports engagement and school inclusion. Finally, it evaluates the role of interpersonal ability as a mediator. With the examination and analysis of this unique population, we want to gain a new understanding of the relationship between sports involvement and school integration and its influence mechanisms.

2. Literature review

2.1 Existing problems of migrant children and left-behind children

Although the government has introduced a series of significant initiatives in the areas of "equal education for MC" and "care for LBC," which have effectively alleviated the "difficult" and "expensive" schooling of MC and mapped an information base for them, there are still problems for LBC who are separated from their parents and MC who must adapt to a new environment ([Zhao & Chen, 2022](#)). The weakening of the family bond between "parents and children," the disconnection between home and school, the rapid physical and mental development of children, and the absence of guardians have led to the emergence of problems in the education of LBCs in rural areas, as well as the alarming physical and mental development of children. Several studies have identified differences between LBC students and other students,

resulting in a variety of physical and mental problems, such as significant negative psychology ([Tao et al., 2014](#)), poor academic performance ([Li, Wang, & Nie, 2017](#)), low school inclusion ([Hu, Lonne, & Burton, 2016](#)), and a range of delinquent behaviors and even delinquency ([Chen, 2017](#)).

In cross-cultural environments, MCs belong to a group, and there is much research on topics connected to social inclusion and social adjustment in these groups ([Zhou et al., 2003](#)). Peer group socialization can give youngsters a sense of stability and identity, while also aiding in developing interpersonal skills and promoting healthy social adjustment. Children's peer interactions can significantly affect their physical, cognitive, and emotional growth ([Cobo Hurtado et al., 2021](#)). Children who migrate from rural to urban areas face cross-cultural situations and obstacles in adapting to and integrating into their new lives, mainly due to the disparities in economic and cultural development between urban and rural areas, as well as the lower economic status of their families and the lower literacy rate of their family members in comparison to urban children. MCs are more prone to low self-esteem and anxiety when their activities collide with urban-rural living. This leads to interpersonal interactions and peer rejection, resulting in inclusion and marginalization issues ([Cobo Hurtado et al., 2021](#)).

2.2 Social inclusion and sports participation

The concept of school inclusion can be traced back to the concept of social inclusion ([Philip, Hoye, & Sherry, 2022](#)). It is the state and process in which individuals are included equally in mainstream society or various social domains, including the adaptation between individuals and the new society; similarly, school inclusion is the state and process in which individual students adapt to school and are included in classes and schools, including the adaptation with peers and teachers. School is the most frequent contact point for pupils, and the school environment significantly impacts their future growth and development, particularly for LBC and MC ([Sulz et al., 2023](#)). Hence, improving the school inclusion of LBC and MC is of great societal importance and merits investigation.

The relationship between social inclusion and sports involvement, which is analogous to school inclusion, has been examined by academics. The positive impact of physical exercise among the different elements determining individual social inclusion is becoming increasingly recognized. [Abdel](#), an expert who drew a connection between social inclusion and sports involvement, asserted that sports have a high social value, which can improve individuals' problem-solving skills and self-confidence, develop group cohesion and promote social inclusion ([Kalman-Lamb & Abdel-Shehid, 2017](#)). In addition, the active building of a sports participation network system for the migrant population was demonstrated by enhancing their interpersonal communication skills.

2.3 A crucial role of interpersonal ability

Worthy of consideration is the mediating variable of interpersonal ability degree. Although there is limited research on the relationship between sports involvement and the interpersonal skills of LBC and MC, certain studies involving teenagers or young children have demonstrated that sports activity can somewhat improve interpersonal skills. Physical activities, such as taekwondo (Puyu, 2019) and gymnastics (Guangzhou, 2021), may improve adolescents' social skills. Baseball, softball, and sandbox games can reduce social anxiety when engaging with others (Waters et al., 2015). Modini and Abbott (2017) also found that participation in group sports can minimize negative emotions during socialization, hence promoting positive growth throughout the socialization process.

Participation in sports activities not only enables the development of technical skills and improves physical fitness but also fosters the growth of interests and the mastery of more interpersonal themes. By participating in sports, individuals can develop good psychological attributes such as self-efficacy, self-confidence, and mental toughness, which reduce social anxiety and ultimately improves their interpersonal ability. Moreover, sports have an essential and constructive function in the socialization of individuals. As a specific social activity, sports compel individuals to combine and participate in a particular manner. Interpersonal relationships and interactions in sports are mirrored in social interactions outside of sports. Thus, sports have a delicate function in the development of interpersonal skills.

2.4 Hypothesis

According to prior research, while addressing the issue of poor school involvement among left-behind and MC, it is possible to consider enhancing their interpersonal skills through increased sports participation. We employed LBC and MC as the subjects of this study to investigate the functions of extracurricular physical activity on their school inclusion process and the processes underlying the influence of physical involvement on LBC and MC's school inclusion via their interpersonal skill. Based on the preceding analysis, two possibilities were offered.

Hypothesis 1: Sports participation can predict the school inclusion degree of left-behind and migrant children.

Hypothesis 2: Interpersonal ability mediate between sports participation and school inclusion degree of left-behind and migrant children.

3. Methodology

3.1 Data source

The data was obtained from the China Economic and Social Survey (CEPS) 2013-2014, which the China Survey and Data

Center of China Renmin University performed. The current version of the CEPS database is 2013-2014. The CEPS utilized diverse sampling techniques, including hierarchical, multistage, and probability proportional to size (PPS). It randomly chose 28 county-level units (counties, districts, and cities) around China. It then randomly selected 438 classes in 112 schools, gathering basic information about students, families, and school data from 19,487 children. The CEPS is the only national survey project in China that currently targets children of compulsory education age, and the rationality of its questionnaire structure, the validity of its questions, and the authenticity of its sample collection do the scientific research based on this questionnaire both characteristic of big data in the new era and practical in terms of operability. Since the CEPS is a national survey, the results of the empirical analysis are near to reality, and the conclusions obtained apply to the entire nation, contributing to the advancement of policy design science and precision.

The database was utilized for numerous studies on Chinese pupils. Cheng used the hierarchical linear model to analyze the impact of education groups on the quality of urban and rural compulsory schooling (Cheng et al., 2022). Zhou utilized the CEPS database to demonstrate that physical activity improves teenagers' non-cognitive skills (Zhou & Liu, 2022).

3.2 Independent variable: sports participation

CEPS measured the average daily time spent on extracurricular sports activities from Monday through Friday and the average daily time spent on extracurricular sports activities on weekends. As a score for the independent variable sports participation dimension, the total number of extracurricular hours per week spent participating in sports is determined.

3.3 Mediating variable: the interpersonal ability

The dependent variable was children's interpersonal skills: the capacity to speak with others actively, demonstrate excellent and successful interaction behaviors, and develop harmonious relationships. Students self-reported number of best friends served as a measure of their socialization. There are examples in the literature for considering the number of friends as a measure of interpersonal skill.

3.4 Dependent variable: school inclusion degree

The dependent variable was the school inclusion level. CEPS explored "my class instructor frequently compliments me," "the majority of my classmates are kind to me," "I frequently participate in school or class activities," "I feel close to the people at my school," and "my parents frequently receive criticism from my teachers." "My teachers criticize me frequently," "I'm bored at this school," and "I wish I could attend a different school" Choose "totally disagree, relatively disagree, relatively agree, and completely agree" for each

scenario. The scoring of the final four instances was performed in reverse order. All eight scores were added together to determine the level of school inclusion.

3.5 Control variables

As many other variables as feasible that influence the degree of sports and school participation were adjusted for, including gender, age, status as an only child, parental education, parental occupation, and family income. The 2013-2014 academic year student questionnaire contains all of this information.

3.6 Data processing

Using SPSS 26.0, valid data were standardized and reverse-scored. A one-way ANOVA was used to investigate the variations in school inclusion among children of various backgrounds. The direct effect of sports activity on school

inclusion was examined using descriptive statistics and correlation analysis, and the mediating development of interpersonal ability was discussed using the Bootstrap approach. Bootstrap plug-in In the domains of psychology and organizational behavior, process analysis of complex models is a contemporary technique that is widely employed.

4. Results of empirical analysis

The data of urban children, LBC, and MC are screened out as samples based on the results of the three questions of household registration characteristics, household registration location, and whether they live with their parents. After removing missing data and invalid samples, 2895 valid samples are found, with sample sizes of 1,787, 452, and 656 for urban children, LBC, and MC, respectively.

Table 1

Classification criteria for urban children, left-behind children, and migrant children

Classification of children	Household registration location	Household registration characteristic	Whether living with parents
Urban children	Local	Non-agricultural	Live with at least one of the parents
Left-behind children	Local	Agricultural	Live without parents
Migrant children	Non-local	Agricultural	Live with at least one of the parents

4.1 Descriptive statistics

The findings of descriptive statistics for the selected variables are presented in Table 2. It demonstrates that the sample is well-structured. The data indicate an average of 6.2 hours of after-school physical activity per

week. On November 25, 2020, the World Health Organization announced its most recent Guidelines on Physical Activity and Sedentary Behavior, which recommend that children and adolescents engage in an average of 60 minutes of moderate to vigorous aerobic daily.

Table 2

Measures of variables and descriptive statistics

	"Variable	Category	Mean	Standard deviation	
Control Variable	Gender	0=Male, 1=Female	0.52	0.50	
	Age	Numerical value	14.50	1.18	
	Only-child situation	0=Yes, 1=No	0.45	0.50	
	Father's education	1=Lower than primary school			
		2=Primary school			
		3=Junior High School			
		4=Junior college/technical school			
		5=Vocational High School	4.47	2.19	
	Mother's education	6=High School			
		7=University Specialists			
8=Undergraduate					
9=Postgraduate or higher		4.85	2.17		
Household financial situation	The same category as father's				
	1=Very poor				
	2=A little poor				
	3=Medium	3.08	0.51		
	4=A little rich				
Independent variable	Extracurricular physical exercise time	5=Very rich	6.20	6.84	
Intermediate Variable	Interpersonal ability	Numerical value. Weekly extracurricular physical exercise time	5.74	3.66	
Dependent variable	Schoolinclusion degree	Numerical value. The higher value is, the stronger the interpersonal skill is.	9.71	13.05	
		Numerical value. The higher value is, the stronger school inclusion degree is."			

4.2 Analysis of the school inclusion gap among the three groups of children

To compare the school inclusion gaps among the three groups of children: urban children, LBC, and MC, variables that could distinguish each group of children's school inclusion were constructed. ANOVA was used to test whether there are significant differences and what the gaps are. Tables

3 and 4 further describe urban, left-behind, and MC school inclusion degrees. The ANOVA reflects that there is a highly significant ($p < 0.001$) difference in school inclusion degree for all three types of children, with urban children having the highest degree of school inclusion ($M = 6.12$), followed by MC ($M = 5.55$), and the lowest level of school inclusion among LBC ($M = 4.52$). Table 4 indicates a significant difference between every two types of children.

Table 3

ANOVA analysis for school inclusion of the three types of children

"Variable	Urban children	Left-behind children	Migrant children	F	P
	N=1787 (M±SD)	N=452 (M±SD)	N=656 (M±SD)		
School inclusion degree	6.12±3.65	4.52±3.42	5.55±3.66	36.76	0.00 ^o

Table 4

LSD multiple comparison analysis of school inclusion levels for the three types of children

categories of children	Urban children	Left-behind children	Migrant children
Urban children	-	1.60 ^{***}	0.58 ^{***}
Left-behind children	-	-	1.03 ^{***}
Migrant children	-	-	-

Note: * indicates significance at 0.05, ** means significance at 0.01, and *** represents significance at 0.001.

4.3 Testing for common method bias

When group administration and self-assessment questionnaires were used to obtain the questionnaire data, the issue of common method bias may occur. Harman's one-way test examined all question items for the exploratory factor analysis variables of sports involvement, interpersonal ability, and school inclusion. The results revealed three factors with eigenvalues greater than one, with the first component accounting for 24.61 percent of the variance. All variance contributions were less than the crucial threshold of 40%, showing that the common technique bias was within an acceptable range.

4.4 Correlation test

To better examine the link between sports involvement and school inclusion for the group of left-behind and

MC with low school inclusion, this section eliminated left-behind and MC from the sample. Before doing the regression analysis, the authors ran a correlation test for each model variable to assess the validity of the variable selection. The Pearson correlation coefficient was utilized to quantify the linear relationship between two variables. Without considering other variables, the correlations between the two variables of sports involvement, school inclusion, and interpersonal competence were strong, first demonstrating the model's validity. Table 5 revealed that sports participation and school inclusion were significantly positively correlated at the 5% level with a correlation coefficient of 0.167; sports participation and interpersonal ability were significantly positively correlated at the 1% level with a correlation coefficient of 0.185, i.e., as more time was devoted to sports participation, interpersonal competence increased; and school inclusion and interpersonal ability were significantly positively correlated at the 5% level with a correlation coefficient of 0.167. At the 5% significance level, the correlation coefficient between school inclusion and interpersonal ability was 0.177, indicating that the stronger the interpersonal skill, the greater the school inclusion. This result serves as the foundation for the future test of the mediating impact.

Table 5

Correlation analysis between sports participation, interpersonal ability, and school inclusion

	Sports participation	School inclusion degree	Interpersonal ability
Sports participation	1	0.167 [*]	0.185 ^{**}
School Inclusion degree	-	1	0.177 [*]
Interpersonal ability	-	-	1

Note: * indicates significance at 0.05, ** means significance at 0.01, and *** represents significance at 0.001.

4.5 Analysis of mediating effects

Model 4 of the SPSS plug-in Process developed by Hayes (Model 4 is a simple mediation model) was applied, controlling for gender, age, only child status, parental job type, and family economic conditions, to examine the effect of interpersonal ability on the relationship between school inclusion degree and sports participation. Bootstrap Samples were set to 5000, i.e., a sample size of 5000, and "Bias Corrected" was selected as the Bootstrap CI Method, i.e., a bias-corrected nonparametric percentile technique with a 95% confidence interval. When it contains 0, the effect is statistically significant. This method is frequently employed to evaluate mediating functions in management (Tang, 2015) and social science (Xiang, Li, & Hao, 2019). The results in Table 6 show that the predictive behavior of sports participation on school inclusion was significant ($B=0.09$, $t=2.93$, $p<0.001$) and remained significant when the mediating variable interpersonal ability was added ($B=0.08$, $t=2.75$, $p<0.001$). The predictive effect of sports participation on interpersonal ability was significant ($B=0.07$, $t=2.22$, $p<0.05$), as was the predictive impact of interpersonal ability on school inclusion ($B=0.08$, $t=2.73$,

$p<0.01$). Based on the results in Table 7, it is clear that the Bootstrap 95% confidence interval does not include a value of 0 for both the direct effect of sports participation on school inclusion and the mediating impact of interpersonal ability, indicating that sports participation is not only predicted school inclusion directly but also through the mediating effect of the interpersonal ability. This direct effect (0.071) and mediating effect (0.0154) accounted for 82% and 18% of the total impact, respectively. Hypothesis 1 and hypothesis 2 are tested.

Moreover, the estimation findings of the control variables merit consideration. At the level of the individual student, being an only child has no significant effect on children's school inclusion; however, gender and age have highly significant effects, with boys having significantly higher levels of school inclusion than girls and younger children having lower levels of school inclusion. Complexity is added to the impact of family characteristics variables on children's school enrollment. On the one hand, a father's high education contributes to children's school inclusion, but a mother does not. On the other hand, the higher the family's socioeconomic position, the greater the children's school inclusion.

Table 6

Mediating effects analysis of interpersonal ability degree

"Regression equation (N=1108)		Fitting indicators			Coefficient Significance	
Dependent variable	Predictive variables	R	R ²	F	B	T
Interpersonal ability degree		0.20	0.04	5.43		
	Gender				-0.13	-4.31***
	Age				0.09	3.07***
	Number of children in the family				-0.01	-0.22
	Father's years of education				-0.02	-0.58
	Mother's years of education				0.07	2.10*
	Household economic level				-0.03	-1.11
	Sports participation				0.07	2.22*
School inclusion		0.27	0.07	9.81		
	Gender				0.12	4.09***
	Age				0.08	2.87***
	Number of children in the family				0.00	-0.07
	Father's years of education				0.07	2.02*
	Mother's years of education				-0.01	-0.35
	Household economic level				0.13	4.48***
	Sports participation				0.08	2.75***
School inclusion		0.26	0.07	10.05		
	Gender				0.11	3.75***
	Age				0.09	3.12***
	Number of children in the family				0.00	-0.09
	Father's years of education				0.06	1.97*
	Mother's years of education				-0.01	-0.18
	Household economic level				0.13	4.37***
	Sports participation				0.09	2.93***

Note: * indicates significance at 0.05, ** means significance at 0.01, and *** represents significance at 0.001.

Table 7

Decomposition of the total effect, direct effect, and mediating effect

	Effect Value	Boot Standard Error	BootCI Lower limit	BootCI Upper limit	Relative Effect Value
Total effect	0.086	0.030	0.029	0.144	
Direct effect	0.071	0.030	0.023	0.139	82%
The mediating effect of interpersonal ability degree	0.015	0.004	0.001	0.015	18%

5. Discussion and Analysis

Based on CEPS data from 2013-2014, the study centered on urban children, LBC, and MC. Through the empirical study, three findings were achieved. First, the percentage of LBC and MC students enrolled in school is much lower than that of urban children, and the percentage of LBC students enrolled in school was significantly lower than that of MC students. There is a need for additional research on the school inclusion enhancements of left-behind and MC. Secondly, increased engagement in extracurricular athletics is a means to strengthen LBC and MC school integration. LBC and MC demonstrate improved school integration when they participate in more sports. Thirdly, LBC and MC's extracurricular activities can strengthen their interpersonal skills and positively affect school integration. Fourthly, among the individual and family characteristics, gender, age, father's education level, and family economic condition significantly affected their school inclusion rate; however, having an only child did not.

Lack of intimacy and affectionate companionship, inability to get along with others and social anxiety may be significant contributors to LBC's poor level of school inclusion. For MC, the difference in life experience, lifestyle, cultural background, and family economic status generated by the crossing of contexts may account for the lower level of school inclusion. The reasons why sports activity helps left-behind and MC enhance their interpersonal skills may be due to the following factors: Secondly, sports exercise programs provide left-behind and MC students with opportunities to speak with their peers, strengthen the relationship between peer groups, boost individual, interpersonal ability, and improve social ability through sports intervention. Second, sports training can improve children's sense of strength and muscle flexibility, and shape a fit body, resulting in enhanced self-confidence regarding their exterior appearance and sports performance, which extends to their interactions with others. Moreover, physical activity improves children's emotional management. The positive emotions are

sustainable, with physical exercise being highly beneficial for individuals to positively cope with stressful events in their lives (Ramasamy et al., 2018), in both LBC and in the process of school inclusion of the left-behind and MC groups, due to the lack of parental care or the inherent gap with urban children, they are bound to break through some internal and external pressures, and physical exercise makes them more resilient.

6. Conclusion

The results confirm that left-behind and MC engagement in extracurricular sports and interpersonal skills is one of the mechanisms behind the school inclusion gap. The empirical investigation contributes to a deeper comprehension of the social function of sports. The majority of Children are cared for by their intergenerational relatives. Both the intergenerational relatives who care for the LBC and the parents of the MC should provide their children with appropriate guidance and encourage them to participate in after-school sports activities to foster the development of positive interpersonal relationships and interpersonal skills through physical activity. Schools, villages, and townships should enhance various mass sports organizations and fully integrate public sports resources at the societal level. Rural communities with many LBCs can invite metropolitan sports trainers to provide the most advanced and popular sports ability training to LBCs via online media. They are intended to increase children's interest in sports and extracurricular physical activity. Townships and urban communities should also develop sports clubs for children to encourage left-behind and MCs to join sports activities with school-aged children after school to enhance their interpersonal skills. A positive sports culture for MC and LBC must be established at the national policy level.

7. Implications and Future Directions

The research has both theoretical and practical consequences for sports education and the inclusion of

children in schools. The study increased awareness that sports participation is a fundamental truth that can improve students' abilities. Participation in sports can affect students favorably. Existing research in the corpus of knowledge explored various facets of sports involvement, but there was no mention of sports engagement among immigrant children. Hence, the results of this study are conceptually significant and have contributed to the body of knowledge.

This study contributes to the practical gap by emphasizing the role of sports engagement and interpersonal skills in fostering school inclusion among youth. In addition, the government and schools should develop policies to ease the absorption of LBC and MC into the new environment. Based on the recommendations of this research, a comprehensive approach to children's education can be

established, with particular advantages for migrant and Refugee children. In light of this study, implementing these policies can be an effective means for practitioners to better their living level.

Notwithstanding this, the results of this study are relevant to the body of knowledge. Yet, this finding suggests several directions for future investigation. For the validity of this research's conclusions, the researchers are driven to acquire primary data for future inquiries. The major mode of data collecting would aid in the generalization of outcomes. In addition, the studies must incorporate the moderating effect of present government education policies between the relationships in the future model to obtain comprehensive results. These guidelines might be valuable for future research to produce credible results by bridging the knowledge gap.

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