

How Children's Participation in Sports Influences their School Engagement Levels

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Abstract

The provision of education to left-behind and migrant children play a crucial role in the advancement and progress of society. China is confronted with a significant number of left-behind children who experience a deficiency in fundamental education. This longitudinal study investigates the influence of sports involvement on the level of school engagement among left-behind and migrant children in China. The data was gathered from five provinces located throughout China. A sample size of 683 data points was selected through random sampling, encompassing diverse fundamental information pertaining to students, families, and school-related data. The data that was gathered underwent a standardisation process and reverse-scoring using the statistical software SPSS 26.0. The results of the study indicate that there is a notable disparity in the level of school engagement among left-behind ($M = 4.34$) and migrant children ($M = 5.65$) when compared to urban children ($M = 6.02$). Furthermore, the findings demonstrate a statistically significant and positive correlation between involvement in sports activities and the level of engagement in academic pursuits among the aforementioned group of children. The analysis further illustrates that there is a partial mediating effect of interpersonal skills in this relationship. This research highlights the beneficial effects of engaging in sports activities on academic involvement and emphasises the significance of interpersonal abilities. At the societal level, it is imperative for educational institutions, communities, and local administrations to enhance diverse mass sports organisations and effectively incorporate various public sports resources into the fabric of society. Establishing a sports participation network that integrates the home, school, and community at the national policy level is a commendable undertaking.

Keyword: Sports participation, School Engagement, Interpersonal Skill, Left-Behind Children, Migrant Children.

Introduction

The process of urbanisation in China has resulted in a substantial migration of the labour force from rural to urban regions (Lyu et al., 2019). These migrant workers in China have played a significant role in contributing to the country's economic development (Xueyuan, 2019). However, this phenomenon of migration has led to a notable division between the children who remain in their place of origin and those who relocate alongside their parents. The issue surrounding whether children should accompany their parents during a relocation gives rise to the emergence of two distinct categories: left-behind children and migrant children (Lundkvist et al., 2020). Left-behind children experience separation from their parents, resulting in a lack of adequate supervision and affectionate care. Similarly, migrant children face the challenge of adjusting to a new environment outside their hometown (Lockertsen et al., 2021). A notable concern pertains to the diminished level of academic involvement exhibited by these children. Educational institutions hold a

pivotal position in individuals' lives, exerting a significant influence on their future growth and development. Therefore, the enhancement of school involvement among left-behind and migrant children carries substantial social importance and necessitates additional exploration.

The current state of statistical presentation and comprehensive research utilising macrodata sets is inadequate, with previous studies primarily focusing on specific issues through separate surveys targeting particular groups. This study employs multivariate mathematical and statistical analysis techniques to examine the disparity in school engagement levels among left-behind, migrant, and urban children, utilising national data. The primary objectives of this research are to empirically investigate the association between sports participation and school engagement among left-behind and migrant children, as well as to assess the potential mediating effect of interpersonal skills (Gu, 2022). This study endeavours to comprehensively examine and analyse a specific cohort in order to ascertain the relationship between involvement in sports and academic engagement.

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Furthermore, it aims to elucidate the underlying mechanisms that contribute to this association, offering a fresh and novel perspective.

The study's findings indicate a significant disparity in educational engagement between children from left-behind backgrounds and migrant families in comparison to their urban counterparts. Additionally, the findings illustrate that involvement in athletic activities significantly contributes to the level of school involvement among children who are left behind or come from migrant backgrounds. Additionally, it is worth noting that interpersonal skills are influenced to some extent by the mediating mechanism. In order to investigate the impact of extracurricular physical activities on the school engagement process of left-behind and migrant children, the present study opted to select left-behind and migrant children as the primary participants. The utilisation of interpersonal skills and active physical involvement can exert a significant impact on the level of engagement of left-behind children and migrant students within the educational setting.

In the context of promoting sports participation, enhancing the interpersonal skills of left-behind and migrant children can be regarded as a potential strategy for addressing the challenge of low school engagement. Therefore, in this study, we selected left-behind children and migrant children as the focal participants to investigate the impact of extracurricular physical activities on their school engagement process. Additionally, we aimed to examine the underlying mechanisms through which physical participation influences the school engagement of these children, specifically focusing on their interpersonal skills. The variable of interpersonal skill degree as a mediator deserves significant consideration. Several research studies conducted with adolescents and young children have demonstrated that engagement in sports can contribute to the development of interpersonal skills to a certain degree (Shu-hong & Ji-hong, 2022). In a similar vein, it can be argued that engaging in activities such as baseball, softball, and sandbox games may have a positive impact on alleviating social anxiety during interpersonal interactions (Wang et al., 2020).

This study investigates the influence of sports involvement on the level of school engagement among left-behind and migrant children in China. In order to examine the correlation between variables, data was gathered from five provinces located throughout China. A sample size of 683 was chosen through random selection, encompassing a range of fundamental data pertaining to students, families, and school-related information. The data collected was subjected to a standardisation process and reverse-scoring using SPSS 26.0. The subsequent sections of the study are

categorised into essential components, namely the literature review, research methodology, and data analysis and interpretation procedures. Moreover, the present study presents a comprehensive analysis of the research findings and discusses their theoretical and practical implications. Ultimately, the study presented a set of recommendations for future research endeavours aimed at enhancing the existing body of knowledge.

Review of Literature

The role of sports in promoting integration and civic participation among immigrants and their children has been documented in previous scholarly works (Luo et al., 2020). The study commences by analysing contemporary policies that are designed to foster social participation within the urban area and the wider Tuscany region. Furthermore, the research examines qualitative interviews that were carried out with council members, sports administrators, and educators. The emergence of sports has been recognised as a significant avenue for facilitating intercultural communication and transcultural socialisation, which is in line with the principles and theories of transculturation. A considerable number of these opportunities arise in an informal manner or through the implementation of progressive and innovative public initiatives within the city. Nevertheless, the scholars also emphasise the obstacles arising from assimilationist ideologies that frequently impede the execution of sports-oriented initiatives aimed at fostering social involvement. Left-behind children, as a result of parental absence, encounter a diminishment in familial ties and a disconnection between their domestic and educational contexts. The combination of accelerated physical and cognitive growth, as well as inadequate supervision, gives rise to educational difficulties in rural regions pertaining to physical and cognitive development (Li et al., 2017). Several scholarly investigations have delineated disparities between children who are left behind and their counterparts, shedding light on a range of concerns, including adverse psychological consequences (Mao et al., 2020), substandard scholastic achievements (Hu et al., 2016), diminished school involvement (Chen, 2017), and participation in delinquent activities, including delinquency itself (Zhou et al., 2003).

In contrast, migrant children encounter cross-cultural obstacles when they undergo the process of relocating from rural to urban regions. The topic of social engagement and adjustment has been thoroughly examined within the scope of this study (Cobo Hurtado et al., 2021). Migrant children face challenges in adapting and integrating into

urban environments, primarily stemming from economic and cultural disparities between urban and rural areas. Additionally, their families often exhibit lower economic and literacy levels compared to urban children, further contributing to these obstacles. The presence of conflicts stemming from these disparities can potentially result in negative psychological outcomes such as diminished self-esteem, heightened anxiety, challenges in interpersonal relationships, and even social exclusion from peer groups. Consequently, these difficulties may impede one's ability to effectively engage with others and lead to a sense of marginalisation (Hong & Fuller, 2019).

According to Bang et al. (2020), migrant children experience a sense of alienation within their peer groups from other communities, which negatively impacts their academic motivation. In order to attain their educational objectives, it is imperative for students to cultivate a more positive and diligent approach to their work. The study conducted by Lundkvist et al. (2020) provided evidence supporting the notion that engagement in sports activities is imperative for migrant students to foster social cohesion and mutual comprehension with their peers. The collaboration with children from other communities facilitates the development of the migrant children's work ethic. Consequently, the attainment of educational objectives for migrant children is contingent upon the development of interpersonal skills (Ni et al., 2021). As stated by Antony-Newman (2020), engagement in sports has been found to enhance both mental and physical well-being. Involvement in sports is of paramount importance in promoting the development of students' behaviour. In the opinion of Li (2020), optimal mental well-being among students is associated with increased levels of realistic engagement and improved academic achievement. In the study by Savahl et al. (2020), left-behind children experience emotional challenges and encounter stress, with anxiety being a prominent aspect of their daily lives. In order to successfully adapt to the new environment, it is imperative for individuals to reside within the community and develop a comprehensive understanding of its dynamics. Therefore, engagement in athletic activities can serve as a means of fostering communal comprehension and cultivating emotional fortitude.

The study conducted by Cross et al. (2019) provided evidence supporting the notion that engagement in sports can contribute to the development of leadership skills and teamwork abilities. Engaging migrant children in sports activities can be beneficial in mitigating their sense of social exclusion within the community. According to Spaaij et al. (2019), the activities carried out by students in a team setting can contribute to the development and

improvement of their interpersonal skills. Additionally, according to research by Curdt-Christiansen (2020), peer support promotes the development of study habits. Sports participation among adolescent students is widely regarded as a dependable determinant for enhancing their mental well-being and academic performance. In the study by Cui et al. (2023), it has been argued that students acquire discipline through their engagement in sports. Therefore, it is deemed dependable for individuals to instruct others in the practice of time management. When a student adopts a more effective approach to time management, their academic performance is enhanced. Accordingly, Flensner et al. (2021) have highlighted the positive impact of sports participation on students' academic progress and their ability to cultivate a more constructive attitude towards enhancing their conduct. In a study conducted by Kumi-Yeboah et al. (2020), it was found that students who engage in sports participation experience enhanced feelings of improved work performance and self-confidence. Hence, involvement in sports is regarded as a dependable determinant in enhancing their educational conduct.

As stated by Guo-Brennan and Guo-Brennan (2019), the implementation of goal-setting is imperative for students. Taking a systematic approach and progressing incrementally can be advantageous in enabling individuals to effectively reach their desired objectives. Similarly, the establishment of educational goals is imperative for students to enhance their learning-oriented behaviours. Migrant students exhibit lower levels of motivation in pursuing their educational objectives (Duffey et al., 2021). The establishment of goals has become imperative for students. Alternatively, the remaining portions will be brought to their attention. According to the findings of Reimers et al. (2019), it has been demonstrated that engaging in sports can serve as a viable means for students to attain their educational objectives and enhance their academic performance. It offers individuals guidance in establishing and attaining their objectives. According to the findings of Yomoda and Kurita (2021), engagement in sports has been shown to enhance cultural integration and foster social interaction. It is imperative for migrant students to actively engage in the host culture. Ayala-Marín et al. (2020) emphasised the importance of students' involvement in various activities as a means to enhance their cross-cultural interaction and learning outcomes. According to Schmid and Garrels (2021), engagement in sports has been identified as a catalyst for promoting collaboration and facilitating the attainment of shared objectives among students through mutual assistance. Therefore, engagement in sports can facilitate the enhancement of skill development among migrant students.

In the words of FitzGerald et al. (2019), the acquisition of interpersonal skills is imperative for students to enhance their educational progress. These interpersonal skills are advantageous for enhancing engagement in educational activities. An increase in students' motivation leads to a corresponding improvement in their level of understanding (McGovern, 2021). Participation in sports fosters positive emotions among students, thereby positively shaping their sense of identity. Hence, the acquisition of time management skills and engagement in sports activities are imperative in order to enhance learning behaviour more effectively. In their study, Simon and Susan (2022) advocated for the active involvement of students in

sports as a means to enhance their level of engagement in academic pursuits and foster improvements in their learning strategies. Based on the aforementioned analysis, the following hypotheses were posited, and the framework is depicted in Figure 1.

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

Hypothesis 2: Interpersonal skills act as a mediator, bridging the connection between sports involvement and the level of school engagement in both left-behind and migrant children.

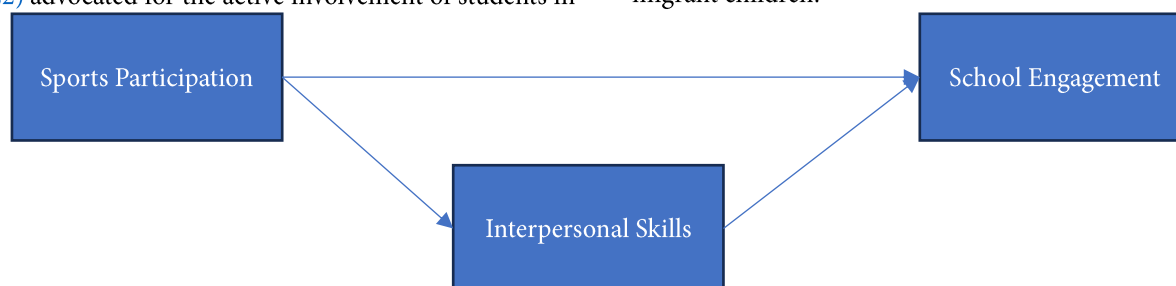


Figure 1: Purposed Model.

Methodology

The score of the independent variable, referred to as the sports participation dimension, is determined by calculating the total number of hours spent engaging in extracurricular sports activities within a given week. Interpersonal skills encompass the capacity of individuals to engage in active communication, exhibit positive and effective interaction behaviours, and cultivate harmonious relationships with others. The quantification of students who disclosed their closest companions was regarded as a measure of children's sociability. The variable under investigation was the level of school engagement. Multiple measures were employed to evaluate the level of student involvement in the educational setting. The responses provided by the participants encompassed various statements, such as "A majority of my peers exhibit a friendly demeanour towards me," "I frequently engage in school or class-related activities," "Most of my classmates are friendly to me," "I often participate in activities organised by the school or class," "I feel close to the people at this school," "My parents often receive criticism from my teachers," and "My teachers often criticise me." Furthermore, in order to enhance the precision of the analysis, this study implemented measures to account for various variables that could potentially impact the level of involvement in sports and academic pursuits. The variables examined in this study included gender, age, parental

education, parental job type, and family economic status. The data were obtained from five provinces located throughout China. A sample size of 683 data points was randomly chosen, encompassing diverse fundamental information pertaining to students, families, and school-related data. The data collected was subjected to a standardisation process and reverse-scoring using SPSS 26.0. In order to investigate the disparities in school engagement among various categories of children, a one-way analysis of variance (ANOVA) was performed. The study utilised descriptive statistics and correlation analysis to evaluate the direct influence of sports participation on school engagement. The study employed the Bootstrap method to examine the mediating role of interpersonal skills. This methodology enables the estimation of indirect effects through the generation of multiple bootstrap samples derived from the original database. The utilisation of the Bootstrap plug-in was employed to conduct Process analysis, a widely utilised technique in the domains of psychology and organisational behaviour for the examination of intricate models.

Results and Analysis

The data pertaining to urban children, left-behind children, and migrant children are selected based on the findings obtained from the three questions related to household registration characteristics, household

registration location, and co-residence with parents. In order to assess the disparities in school engagement among three distinct groups of children, namely urban children, left-behind children, and migrant children, variables were formulated to differentiate the levels of school engagement exhibited by each group. The analysis of variance (ANOVA) was employed to assess the presence of statistically significant differences and determine the magnitude of these differences. [Tables 1 and 2](#) provide additional information regarding the levels of urban engagement among residents, left-behind children, and migrant children. Moreover, the analysis of variance (ANOVA) indicates a statistically significant difference ($p < 0.001$) in levels of school engagement among the three categories of children. Particularly, migrant children and left-behind children show the highest levels of school engagement, while urban children show the lowest levels.

Table 1*ANOVA Analysis for School Engagement*

Variable	Urban children (M±SD)	Left-behind children (M±SD)	Migrant children (M±SD)	F	P
School engagement degree	6.02±3.32	4.34±3.12	5.65±3.43	36.23	0

Table 2*LSD Multiple Comparison Analysis*

Category	Urban children	Left-behind children	Migrant children
Urban children	-	1.42***	0.55***
Left behind children	-	-	0.98***
Migrant children	-	-	-

In order to conduct a more comprehensive examination of the relationship between sports participation and school engagement among left-behind and migrant children with low levels of school engagement, this section selected left-behind and migrant children as the sample population. This outcome serves as the foundation for the subsequent examination aimed at determining the presence of a mediator effect. Nevertheless, the statistical analysis was conducted to examine the correlations among the research variables, and the results indicate a significant relationship. The data presented in [Table 3](#) provides empirical evidence supporting a statistically significant correlation between the variables.

Table 3*Correlation Analysis*

	Sports Participation	Interpersonal Skill
Sports Participation	1	0.17*
School Engagement		1
Interpersonal Skill		1

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

The initial step involved standardising all variables. Subsequently, Model 4 from the SPSS plug-in Process, developed by Hayes, was employed. Model 4 represents a simple mediation model. The analysis accounted for potential confounding factors such as gender, age, parental job type, and family economic conditions. The objective was to investigate the impact of interpersonal skills on both the degree of school engagement and sports participation. According to the findings presented in [Table 4](#), the Bootstrap 95% confidence interval does not encompass a value of 0 for both the direct impact of sports involvement on school engagement and the mediating impact of interpersonal skill. This suggests that sports participation not only directly predicts school engagement but also does so indirectly through the mediating influence of interpersonal skill. The direct effect and mediating effect were responsible for 80% and 20% of the overall effect, respectively. Therefore, the testing of hypothesis 1 and hypothesis 2 is conducted.

In addition, it is noteworthy to consider the estimation results of the control variables. At the individual level, it is observed that gender and age exert substantial influence, with boys exhibiting significantly higher levels of school engagement compared to girls. There is an inverse relationship between the age of children and their level of school engagement, with younger children exhibiting lower levels of engagement. The impact of parental characteristic variables on children's school engagement exhibits a greater degree of complexity. On one hand, paternal educational attainment has been found to positively influence children's level of school engagement. However, maternal educational attainment does not appear to have the same effect. Moreover, there exists a positive correlation between the financial well-being of a family and the likelihood of their child's enrolment in educational institutions. The outcome of the intermediary association is documented in [Table 5](#) and [Figure 2](#).

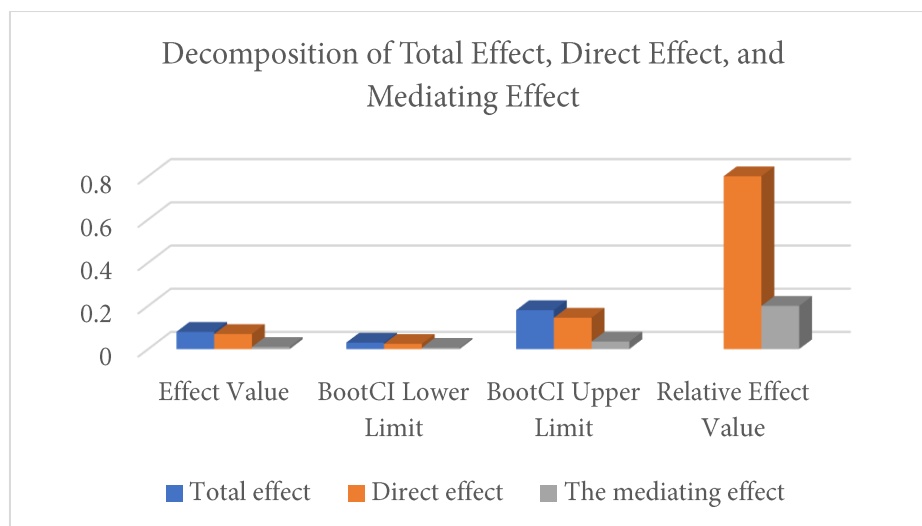


Figure 2: Decomposition of Total Effect, Direct Effect, and Mediating Effect.

Table 4

Mediating Effects Analysis

Dependent variable	Predictive variables	t
Interpersonal Skill	Gender	-4.3***
	Age	2.8***
	Father's education	-0.6
	Mother's education	2.1*
	Household economic	-1.1
	Sports participation	2.2*
School Engagement	Gender	4.1***
	Age	2.8***
	Father's education	2.1*
	Mother's education	-0.35
	Household economic	4.2***
	Sports participation	3.4***
Sports Participation	Interpersonal skill degree	2.3**
	Gender	3.4***
	Age	2.3***
	Father's education	1.9*
	Mother's education	-0.1
	Household economic	4.3***
	Sports participation	2.9***

Table 5

Decomposition of total effect, direct effect, and mediating effect

	Effect Value	BootCI Lower Limit	BootCI Upper Limit	Relative Effect Value
Total effect	0.08	0.03	0.18	
Direct effect	0.07	0.024	0.145	0.8
The mediating effect	0.01	0.006	0.035	0.2

Discussion and Conclusion

A statistical analysis was conducted to test the hypotheses formulated in this study. The results obtained from the analysis of quantitative data have provided confirmation of the existing relationships between the variables. Both hypotheses have been found to be statistically significant and are therefore accepted. The study revealed that there exists a significant relationship between sports involvement and the level of school engagement among left-behind children and migrant children. The study provided confirmation that interpersonal skills serve as a mediator, facilitating the link between participation in sports and the degree of school engagement among both left-behind and migrant children. The results of these associations are contrasted with the findings of prior research in the existing literature. However, the findings of previous research also provide evidence in favour of these well-established and developed associations. According to [Proctor et al. \(2023\)](#), the development of robust interpersonal skills is crucial for students to optimise their learning outcomes. The acquisition of these social skills can enhance one's ability to engage in educational activities with greater efficacy. As stated by [Papageorgiou et al. \(2021\)](#), children's knowledge level increases as a result of their motivation to attain a high-quality education. The involvement of students in sports is associated with positive emotional states and a perceived enhancement of their self-concept. In order to enhance one's learning habits, it is imperative to employ effective time management strategies and actively participate in physical activities. [Lleixà and Nieva \(2020\)](#) emphasised the importance of encouraging children to engage in athletic activities as a means to enhance their level of dedication towards their academic pursuits and foster the development of more effective learning strategies.

As reported by [Robinson et al. \(2019\)](#), participation in athletic activities has been found to enhance social connectivity and facilitate cultural integration. It is imperative for the migratory students to fully engage with and integrate into the indigenous culture of the host community. According to [Tandon et al. \(2021\)](#), it is argued that children should engage in a diverse range of activities in order to augment their cognitive development as well as foster cross-cultural interactions. The study conducted by [Biasutti et al. \(2020\)](#) underscored the significance of team sports in fostering cooperation and facilitating the attainment of collective goals among students. Hence, engagement in athletic activities can facilitate the enhancement of migrant students' skills and abilities. In accordance with [Guo et al. \(2019\)](#), it is crucial to establish goals for students. It would be advantageous for individuals to adopt a gradual approach in order to achieve their desired outcome. The inclusion of instructional objectives is crucial for students to enhance their learning-related behaviour. Migrant students exhibit lower levels of academic motivation. It is imperative for the students to promptly establish their objectives, as failure to do so may result in being confronted with unresolved matters ([Hertting & Karlefors, 2021](#)). [Tulli et al. \(2020\)](#) accurately highlighted the positive correlation between participation in sports and the attainment of academic and performance objectives among students. The guidance provided enables individuals to establish and achieve their objectives.

According to [Triventi et al. \(2022\)](#), it has been argued that students' participation in athletics can foster the development of discipline. They can be relied upon to provide them with time management skills. Enhanced time management techniques contribute to the improvement of a student's academic performance. In the research of [White et al. \(2021\)](#), active participation in sports has been highlighted as a means through which students can enhance their academic learning and develop a more efficacious approach towards behaviour improvement. [Choi et al. \(2021\)](#) found that engagement in sports positively influences students' perceptions of improved work performance and self-confidence. The engagement of students in sports is thus regarded as a reliable determinant in augmenting their learning conduct. [Farias et al. \(2019\)](#) provided empirical support for the positive impact of athletic engagement on leadership skills and teamwork abilities. Engaging in sports activities serves as a valuable means for immigrant youth to mitigate feelings of exclusion within their communities. [Sierra-Díaz et al. \(2019\)](#) highlighted the enhancement of students' interpersonal skills as a result of engaging in teamwork activities. Moreover, the receipt of encouragement from

peers to augment their engagement in studying fosters the development of study habits within individuals. According to this perspective, engagement in athletic activities is considered a dependable factor in enhancing children's cognitive development and psychological well-being.

Based to the findings of [Bang et al. \(2020\)](#), participation in sports has been found to have a positive impact on both physical and emotional well-being. The enhancement of students' behaviour is contingent upon their active involvement in sports. In the words of [Gallo et al. \(2020\)](#), it is crucial to highlight the significance of mental fitness in students, as it enables them to effectively and realistically pursue their academic goals. The children who are left behind undergo emotional challenges, heightened stress, and feelings of anxiety. Individuals are required to acclimatise themselves to their unfamiliar environment and establish a harmonious relationship with the indigenous population. Consequently, active participation in sports can cultivate a sense of communal belonging and facilitate the development of emotional equilibrium. In the findings of [Cid et al. \(2019\)](#), migrant youth exhibit a deficiency in motivation towards academic advancement and experience a sense of dislocation within diverse cultural contexts. In order for students to attain their educational goals, it is imperative that they possess a heightened level of work ethic. [Bertills et al. \(2019\)](#) argued that participation in athletics is crucial for immigrant students in establishing social connections with their peers. Collaborating with children from diverse neighbourhoods facilitates the cultivation of a strong work ethic among immigrant children. According to [Webster et al. \(2021\)](#), it has been observed that migrant children can achieve their educational goals by enhancing their interpersonal abilities.

Conclusion

A notable research gap exists in the investigation of the correlation between sports involvement and school engagement among left-behind children and migrant children, resulting in a scarcity of scholarly studies on this topic. In order to address this disparity, the present investigation employed data sourced from the China Education Tracking Survey. The study sought to examine and understand the disparities in levels of school engagement among three groups: left-behind children, migrant children, and urban children. Moreover, the present study investigated the influence of sports involvement on academic involvement, with a specific emphasis on marginalised populations such as left-behind and migrant children who exhibit limited levels of academic engagement. The analysis also examined the

mediating role of interpersonal skills in this relationship. The study sought to examine the potential role of interpersonal skills as a mechanism for understanding how sports participation may impact school engagement in children. Nevertheless, it is crucial to recognise that the challenges pertaining to school engagement experienced by left-behind and migrant children are intricate and diverse in nature. The examination of the effects of sports involvement on the school engagement of left-behind and migrant children primarily centres around the Chinese economy as well as the non-economic well-being of individuals in China. A wide range of information is available to students regarding various subjects, including sports, educational achievements, familial dynamics, migration, and health.

Theoretical and Practical Implications

The research findings have yielded both theoretical and practical implications. Firstly, the empirical investigation yielded four distinct research findings. Left-behind children and migrant children exhibit a notable disparity in school enrolment rates compared to their urban counterparts, with migrant children experiencing a particularly lower level of school engagement in comparison to city children. Additionally, increasing involvement in extracurricular sports activities has been identified as a potential strategy for enhancing school engagement among left-behind children and migrant children. The academic performance and school involvement of left-behind children and migrant children exhibit improvement when they actively engage in sports activities. Moreover, the active involvement of left-behind children and migrant children in extracurricular sports can enhance their interpersonal skills, thereby fostering a positive impact on their engagement in school. Furthermore, within the realm of individual and family factors, it was observed that gender, age, the educational attainment of the father, and the economic status of the family exerted notable influences on the level of school engagement exhibited by individuals.

In order to foster the development of interpersonal skills and establish positive interpersonal relationships, it is imperative for parents of migrants and caretakers of children left behind to offer suitable guidance to their children and actively promote their engagement in extracurricular sports activities. At the societal level, it is imperative for schools, communities, and townships to enhance diverse mass sports organisations and effectively incorporate various public sports resources into the fabric of society. The intended purpose of these initiatives is to

promote the active engagement of children in sports activities and foster an increase in their involvement in extracurricular sports. In conjunction with the establishment of sports clubs for children, it is advisable for municipalities and urban communities to actively promote the involvement of marginalised and migrant children in after-school sports activities alongside their peers. This initiative aims to enhance their interpersonal abilities. Establishing a sports participation network that integrates home, school, and community at the national policy level is a commendable undertaking.

Based on the statistical analysis of the evaluation data, it was determined and assessed that there is a requirement for enhanced systematic monitoring. Moreover, this study investigates the impact of classification criteria on the cognitive abilities and educational achievements of children. Additionally, it explores the distinctive attributes and characteristics of urban children, left-behind children, and migrant children, highlighting their key strengths and defining elements. The facilitation of migrants' integration into sports activities can be enhanced through the implementation of specific arrangements. Additionally, the effectiveness of these programmes is influenced by various cultural and societal contexts. Partnerships between schools and community actors yield numerous notable advantages. Educational institutions can derive advantages from the specialised knowledge and skills possessed by community actors who actively engage in school-related endeavours. Consequently, educational institutions will be equipped to impart children with competencies that will prove advantageous in their forthcoming endeavours.

Moreover, the establishment of collaborative alliances in the realm of fundraising and the facilitation of sports initiatives in underserved communities have the potential to enhance migrant children's involvement in sports and foster their engagement with educational institutions. In order for educational systems to achieve optimal performance, it is imperative to integrate both equity and quality. It is imperative that all children are afforded equitable opportunities to receive a high-calibre education. Moreover, this article elucidates the methods for providing assistance to underprivileged students and schools, as enhancing their prospects yields advantages for both educational systems and societies at large.

Future Directions

While the discoveries of this research are significant and novel within the existing body of knowledge, there are several suggestions for future investigations. First and foremost, it is the scholarly community's motivation to

address a gap in the existing body of literature by conducting a thorough examination of the impact of online media and its potential ramifications on school engagement. This research topic is deemed worthy of further exploration and analysis. Furthermore, it is imperative for future research to thoroughly investigate the intricate nature of the factors that impact school engagement among left-behind and migrant children.

Furthermore, it is imperative to conduct future research that includes gathering data from the parents of children who are left-behind or migrants. This will enable the identification of specific factors that directly contribute to the enhancement of students' comprehension and academic achievement. By conducting research in these domains, it is evident that the exploration would make a substantial contribution to the existing body of knowledge.

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