Influence of Social Support on School Adaptation of Migrant Children: A Case of Guangdong Province, China

อิทธิพลของการสนับสนุนทางสังคมต่อการปรับตัวในโรงเรียนของเด็กย้ายถิ่น: กรณีศึกษา จังหวัดกวางตุ้ง ประเทศจีน

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Abstract

From the current social background of migrant children, there are a large number of urban migrant children in China. Their school adaptation is not only related to education but also can be included in the solution of social problems. A school is an important place for migrant children to study and live. Although the school adaptation of migrant children has attracted the attention and thought of many scholars and educators, relevant research focuses on the current situation investigation and problem description. There is an extreme lack of research on how to promote the self-efficacy of migrant children and the improvement of school adaptation through social support. The research on self-efficacy and its social support is of great value and significance. This paper reconstructs the social support system, with government support as the leader, school support as the main promoter and family support as the auxiliary. This paper proposes strategies for the three dimensions. In terms of leadership, the government should strengthen the top-level drive and build a guiding institutional environment. In terms of promotion, the school focuses on social and academic activities and builds a caring school supporting environment. In terms of assistance, families pay attention to behavior and relationship guidance, create an influential family education environment, and attach importance to the influence of social support and self-efficacy on the school adaptation of migrant children.

Keywords: migrant children, social support, school support, self-efficacy, school adaptation; governmental support, School adoption

บทคัดย่อ

จากข้อมูลเบื้องต้นทางด้านสังคมที่ผ่านมานั้น มีการเดินทางย้ายถิ่นฐานของเด็กในประเทศจีนอยู่เป็นจำนวนมาก ซึ่งการต้องปรับตัวในโรงเรียนของเด็ก ๆ ไม่เพียงแต่มีความสัมพันธ์กับการศึกษาเท่านั้น แต่ยังอาจรวมถึงผลลัพธ์ของการ ก่อให้เกิดปัญหาทางสังคมได้อีกด้วย โรงเรียนถือเป็นสถานที่มีความสำคัญสำหรับเด็กย้ายถิ่นที่จะต้องเรียนรู้ และเป็นที่ อาศัยในการอยู่ร่วมกัน ถึงแม้ว่าการปรับตัวในโรงเรียนของเด็กย้ายถิ่นจะเป็นที่สนใจของนักวิชาการ และนักการศึกษา จำนวนมากก็ตาม แต่กับพบว่างานวิจัยที่เกี่ยวข้องยังมุ่งไปยังการประเมินสถานการณ์เท่านั้น ขณะที่งานวิจัยที่ได้มีการ ระบุถึงปัญหาดังกล่าวยังมีอยู่อย่างจำกัด ซึ่งการส่งเสริมสถานะของเด็กย้ายถิ่น และการพัฒนาการปรับตัวในโรงเรียน ผ่านทางความร่วมมือ และการให้ความสนับสนุนทางสังคม และงานวิจัยเกี่ยวกับสมรรถนะของเด็ก จึงถือเป็นการให้ความ สนับสนุนทางสังคมที่มีคุณค่ามากอย่างมีนัยสำคัญ โดยรายงานฉบับนี้ ได้สร้างระบบสนับสนุนทางสังคมขึ้นใหม่ ที่ได้รับ การสนับสนุนจากรัฐบาลในฐานะผู้นำของประเทศ การสนับสนุนจากโรงเรียนในฐานะผู้ส่งเสริมหลัก และการสนับสนุน จากครอบครัวในฐานะผู้ส่งเสริมรอง หรือฐานะผู้ช่วย ที่มุ่งนำเสนอกลยุทธ์สำหรับ 3 มิติหลัก ได้แก่ (1) กลยุทธ์ด้านผู้นำ ที่พบว่า รัฐบาลควรสร้างความเข้มแข็งเพิ่มแรงผลักดันในระดับสูง และรวมถึงการสร้างสภาพแวดล้อมที่เอื้อต่อบริบททาง สังคม (2) กลยุทธ์ด้านสถาบันที่ชี้นำ ควรมุ่งในการส่งเสริมให้โรงเรียนมีกิจกรรมทางสังคม ทางการศึกษาร่วมกัน และ ต้องควรสร้างสภาพแวดล้อมของโรงเรียนที่ทำหน้าที่ในการคอยดูแล รวมถึงเป็นแรงในการสนับสนุน ผลักดัน (3) ด้าน กลยุทธ์การเป็นผู้ช่วย หรือสนับสนุน ซึ่งครอบครัวควรให้ความสนใจในพฤติกรรม และความสัมพันธ์ของเด็ก ควรสร้าง สิ่งแวดล้อมที่ทำให้ครอบครัวมีอิทธิพลต่อการศึกษา และให้ความสำคัญต่อการสนับสนุนทางสังคม อีกทั้ง ควรคำนึงถึง สมรรถนะของเด็กที่มีต่อการปรับตัวในโรงเรียนของเด็กย้ายถิ่น

คำสำคัญ: เด็กย้ายถิ่น, การสนับสนุนทางสังคม, การสนับสนุนจากโรงเรียน, ประสิทธิภาพตนเอง, การปรับตัวของโรงเรียน, การสนับสนุนจากรัฐบาล การรับเลี้ยงบุตรบุญธรรมของโรงเรียน

Introduction

Background Due to the increasingly close global exchanges, there is a large migrant population all over the world, and migrant children exist in all countries. Migrant children have been considered a vulnerable group in the process of trans-regional migration, whose problem with social integration has become increasingly prominent.

As the largest developing country in the world, China has witnessed rapid economic development. Since the 1980s, under the guidance of relevant national policies and with the acceleration of the urbanization process, China's rural population has continued to flow to cities and developed areas, forming a huge floating population group. By the end of 2015, the rate of urbanization of permanent residents in China was 60.60%, the rate of urbanization of registered residence population was 44.38%, and the total number of migrant population was 247 million (National Population Census of China, 2022). In recent years, the scale and structure of the migrant population have changed greatly. From rapid growth to an adjustment period, the trend of family mobility has increased, and the family-scale of the migrant population has expanded. Hence, a new special group - migrant children have emerged. Migrant children have become a group that cannot be ignored in urban constru

ction and school education. According to the data of China's 6th National Census in 2010, there are about 35.81 million migrant children aged 0-17, an increase of 41.37% over the data in 2005, and it is still growing. There are 13 migrant children in every 100 children and 25 migrant children in every 100 urban children. Among them, the number of migrant children in Guangdong Province is the largest, reaching 4.08 million.

Migrant children entering cities from rural areas will be exposed to relatively superior material and educational environments, but they also face a series of difficulties and challenges in learning, life, social networking and so on. Among the many problems faced by migrant children, the key problem at this stage is school adaptation, because school adaptation will not only affect the cultivation of their knowledge, skills and good conduct but also affect their future career development and social integration. A school is an important place for migrant children to live and grow up. School adaptation is an important index to evaluate their mental health.

At present, from the research literature, scholars mostly study migrant children from education and policy and pay less attention to the adaptation of migrant children in school. The healthy growth of migrant children is closely related to their learning in school, their relationship with others and good behavior. Therefore, how to protect the rights and interests of migrant children and how to improve the school adaptation of migrant children is not only a key issue in the personal growth of members of this large group, but also an important issue related to social stability and the future development of urban and rural areas.

Research Objectives

1. To determine the influencing factors of migrant children's self-efficacy and school adaptation.

2. Explore the relationship among social support, self-efficacy and school adaptation, and the role of self-efficacy in school adaptation and social support of migrant children.

3. Establish a hypothetical model of the impact of social support on migrant children's school adaptation, and find the key factors affecting migrant children's school adaptation.

Literature Review

Social Support Theory is a theory that focuses on the interaction, social environment and the impact of social environment on the psychological growth and social adaptation of social members. Social support represents the idea that organized interpersonal networks can help people meet the expressive and instrumental needs of our society, which can prevent improper motivation. Francis (1994) believes that the basic meaning of social support can be interpreted from two aspects: first, functionally, social support mainly comes from important others such as parents, relatives, friends, classmates and colleagues, which belongs to the material, economic and spiritual support obtained by individuals from their social relationship network; Secondly, in terms of operation, social support is inseparable from the role of support sources on support objects.

Zhuang (2019) pointed out that migrant children will be unable to communicate with their classmates and teachers because of language problems. In foreign studies, most of them will consider the language problems of migrant children when they enter the inflow place. This is because

most migrant children abroad are migrant children and refugee children. They may come from different countries and have different languages. Therefore, there will be language barriers when entering the inflow place. Iskpa (2016) found in the study of migrant children in Haiti that migrant children in Haiti will experience the process of racism when they study in Chilean schools every day, and those stereotyped social ideas will be rebuilt. This problem will affect the interpersonal integration of migrant children. Tarrensweeney (2017) studied 230 representative young children raised by relatives in New South Wales, Australia. The study found that the educational growth and life adaptation of children raised by relatives are affected by psychological factors. Puffer (2017) pointed out that more overseas working families in Thailand choose to send migrant children to better schools, and there are also problems such as inappropriate display of expensive stationery and poor academic performance of migrant workers' children in a poor environment. However, unlike families in other countries, a considerable proportion of wives in Thailand (10% to 25%) believe that they are unable to discipline their children without the support of their husbands.

The proportion of these problems is related to factors such as race, gender, policy and the state of residence. Irizarry, et al. (2016) believed that because children raised by relatives often encounter a variety of problems such as emotional neglect, family abuse, lack of educational care and drug abuse, children raised by relatives are prone to face a variety of obstacles and problems in educational growth and safety protection, and their academic performance, emotional adaptation and safety status are very worrying. Leonie and Jan Mason (2018) pointed out that children raised by relatives have certain deficiencies in parental care,

family rearing function, educational adaptability and other aspects. They have many problems such as anxiety, interpersonal communication barrier and poor family education support, and their social adaptability and performance need to be paid more attention by the public.

In addition, a small number of scholars believe that the problems caused by relatives raising children will also occur under the condition of non-relatives raising, and the negative impact of relatives raising on children may be exaggerated or exaggerated. For example, Xu and Charlotte (2018) research shows that there is not much difference between children raised by relatives and children raised by parents in terms of health and behavior.

At the family level, due to the restrictions of the educational level and the nature of work of the parents of migrant children, it is difficult for migrant children to get better family education (Zeng, 2018). With regard to the specific role of social support, Zhao (2014) studied the relationship between social support and depression and loneliness of migrant children, and explored the regulatory and mediating effects of psychological primacy. In their research on social support for migrant children, Zhao and Yang (2011) called on all sectors of society to pay attention to migrant children, give them more respect and care, and promote the establishment of their sense of belonging to school and the development of mental health. At the same time, studies have shown that gender and parents' educational level have different effects on the social support of migrant children (Zhang, 2016; Li, Ma & Zhang, 2018). At present, the level of social support of migrant children in China is low, and their social adaptation and integration are poor (Gan & Chen, 2012). However, other studies have shown that,

compared with non-migrant children, there is no significant difference in the level of objective support, but migrant children are significantly lower than non-migrant children in the utilization of support and subjective support (Tan, 2010).

Self-efficacy in specific fields mainly focuses on the academic problems of migrant children. Through the measurement of relevant self-efficacy scale, we can understand the problems and deficiencies of migrant children in the learning process, and carry out targeted intervention, so as to improve their academic performance and learning ability and improve their learning difficulties. Wang daoyang, Lu and Yin (2017) found that negative academic emotions can reduce the learning initiative of migrant children and affect the consolidation and improvement of their academic self-efficacy. Appropriate emotion regulation strategies can effectively inhibit the generation of negative academic emotions and reduce the negative evaluation of migrant children on their learning ability. When investigating the school well-being of migrant children, Liu (2017) found that the school well-being of migrant children is deeply affected by academic self-efficacy. When migrant children have a high academic self-efficacy, their learning values are clearer and clearer, their learning motivation is more sufficient, they can better deal with all kinds of challenges in learning and achieve good results, so as to enhance the school happiness of migrant children. Wang, Wei and Yin (2019) found in the study that due to the differences of migrant children, they are easy to have a sense of inferiority, which will hinder the improvement of migrant children's learning self-efficacy. It is necessary to use emotion regulation strategies to guide migrant children to convert their sense of inferiority into positive and healthy psychological

emotions, and enhance their personal learning beliefs, Complete the goal of strengthening academic self-efficacy and learning ability. Wu (2019) found that due to the low academic self-efficacy of migrant children, the academic achievement of migrant children is slightly lower than that of urban children. It is advocated to enhance the academic self-efficacy of migrant children by improving their family reading environment, so as to improve the academic achievement of migrant children. Li, Zhang and Dong (2019) pointed out that the level of academic self-efficacy is closely related to the personal performance and learning adaptation of migrant children. Therefore, group psychological counseling should be used to provide targeted assistance to ensure the steady and orderly improvement of migrant children's academic self-efficacy.

Sun (2016) proposed to accept the rights of mobile children with an inclusive attitude. Encourage their children to get along with migrant children and promote their faster integration. Shang (2018) also pointed out that the dual measures of innovation in participation mechanism and supervision mode should be realized, create a good governance environment, create an open and loose space for the school integration of migrant children, and create a good social atmosphere. Yu (2017) pointed out that after entering the city, migrant children should actively understand the local culture and promote integration by changing their habits. This is from the perspective of migrant children, and this influencing factor is different from the influencing factors mentioned above. This factor emphasizes the role of individual subjectivity. Jiao (2018) found that most girls have stronger self-regulation ability than boys. At the same time, in the process of self-regulation ability predicting school adaptation, the relationship

between teachers and students plays a regulatory and intermediary role.

School Adaptation: Through reading and sorting out the existing literature, it is found that targeted group psychological counseling in schools can promote the school adaptation of migrant children (Qi, 2017). Its research shows that psychological counseling resources can help migrant children better adapt to school life; The research of Xie (2017) on the perception of teenagers' school atmosphere shows that when teenagers get more help from classmates and better study and life, they can get a more positive emotional experience, which can promote the healthy development of teenagers. In the exploration of family factors, the interaction time between parents and children positively predicts children's school adaptation (Zhang, 2016). For migrant children, "mobility" has an adverse impact on their lives and schools, and the surrounding supporting tools have a certain protective effect on their psychological and behavioral adaptation. Zhu (2019)'s research found that the relationship between peer groups has become an important basis to measure the school adaptation of migrant children. Emily (2017) found that

migrant children of all ages have poor adaptation in schools in Germany by comparing the results of mental health and life satisfaction between migrant children and their German peers. Andre (2017) conducted research on cultural integration, studied migrant children and their parents in greater Sydney, New South Wales, Australia, and found that migrant children often fall into a dilemma between the two cultures. Based on this, it can be seen that there are different degrees of obstacles to the school integration of migrant children. Xie (2019) concluded through analysis that the school integration of girls is higher than that of boys. The older the migrant children are, the lower their school integration is. In terms of whether it is the only child, the school integration of non-only children will be better than that of only children. However, the conclusions drawn in other studies are different. For example, gender and age are not significant in school integration. The school integration of migrant children with only children is higher than that of non-only children. The reasons for this may be related to the different regions surveyed and the definition of school integration. Even if some factors are not significant, they are also worthy of attention.

Conceptual Framework
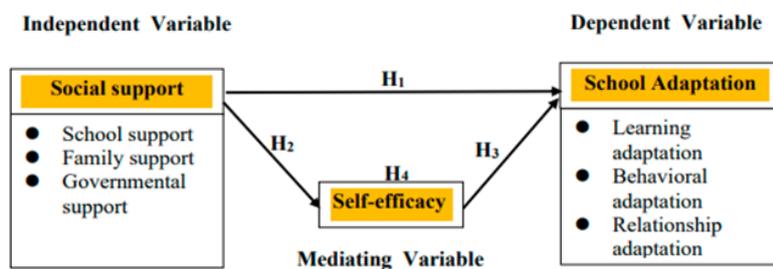
Figure 1 *Conceptual Framework: The Influence of Social Support on School Adaptation*
Source: *Author developed from Sette et al (2018) and Ruobing (2019)*

Research Hypothesis

Based on the theoretical discussion, the following hypothesis is put forward in this paper.

H_1: Social support has a significant effect on School Adaptation.

Sub H_{1a}: School support has a significant effect on School Adaptation.

Sub H_{1b}: Family support has a significant effect on School Adaptation.

Sub H_{1c}: Governmental support has a significant effect on School Adaptation.

H_2: Social support has a significant effect on self-efficacy.

Sub H_{2a}: School support has a significant effect on self-efficacy.

Sub H_{2b}: Family Support has a significant effect on self-efficacy.

Sub H_{2c}: Governmental Support has a significant effect on self-efficacy.

H_3: Self-efficacy has a significant effect on School Adaptation.

Sub H_{3a}: Self-efficacy has a significant effect on Learning Adaptation.

Sub H_{3b}: Self-efficacy has a significant effect on Behavioral Adaptation.

Sub H_{3c}: Self-efficacy has a significant effect on Relationship Adaptation.

H_4: Self-efficacy mediating the relationship between Social support and School Adaptation

Sub H_{4a}: Self-efficacy mediating the relationship between School support and School Adaptation.

Sub H_{4b}: Self-efficacy mediating the relationship between Family support and School Adaptation.

Sub H_{4c}: Self-efficacy mediating the relationship between Governmental support and School Adaptation.

Research Methodology

Research Design The purpose of this paper is to study the impact of social support on the school adaptation of migrant children. Based on the research purpose, the research method of this paper adopts quantitative analysis. The data were collected by questionnaire and questionnaire.
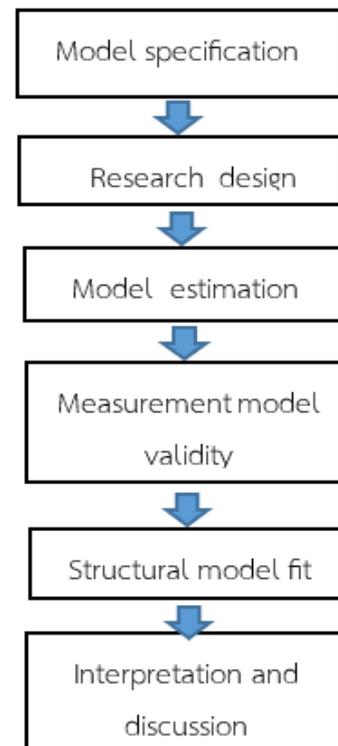
Figure 2 *Structural equation research and design process*
Source: *Author developed from Neil J. Salkind (2010)*

Population and Sample

The target population of this study is migrant children in junior middle school, with a target population of 465005 (data from Guangdong Provincial Department of education, 2018)

Some scholars have also proposed empirical rules to estimate the sample size. Nicolaou Masoner (2013) proposed that the ratio of the number of population N and the number of measurement variables p must be considered, and the recommended ratio gradually increases from

5 times of the minimum N > 100 (Gorsch, 1983 cited in Dimitrov, 2012) to 10 times (Nunnally & Bernstein, 1967; Everitt, 1975). A widely accepted ratio is that each indicator variable corresponds to 10 cases (Nunnally & Bernstein, 1967 cited in Wang & Wang, 2012).

On the basis of suggestions from SEM experts, according to Gorsch (1983), An ideal sample size-to-parameters ratio would be 10:1. A total of q = 34 model parameters require st atistical estimates, then an ideal minimum sample size would be N=34×10=340. Considering the e ffectiveness of sample recovery, the final sample size of this study is 450.

Research Tools

This study uses the semi-structured questionnaire method. The question items in the questionnaire are designed according to the maturity scale in the literature review and the conceptual framework of this paper. The que stionnaire was distributed to migrant children in junior middle school.

Reliability refers to the reliability of the test, which reflects the degree to which the test results are affected by random errors. It shows the consistency, consistency and stability of the test results. The importance of reliability me asurement is not only its own significance but also because it is the basis of validity. Before analyzing the scale data, we should first consider whether the measured value is reliable. Only when the reliability is accepted, the scale data analysis is useful. Cronbach's alpha coefficient is generally used to test the reliability. Alpha coefficients are usually combined with exploratory factor analysis. In the structural equation model, Joreskog and Sorbom (1992) proposed to construct reliability (CR) to measure the reliability of the scale. The

construction reliability allows the correlation and inequality between errors, and also allows the influence of potential variables on each item to be different, so as to effectively avoid the use of α. The coefficient measures the error caused by reliability. The coefficient should be accurate. In order to better evaluate the scale, CR and α Coefficient to test the reliability of the scale.

Before the formal distribution of the questionnaire, the reliability of the questionnaire needs to be tested. Cronbach's alpha coefficient is generally used to test the reliability because Cronbach's alpha coefficient is more suitable for the scale of attitude questions. α The coefficient is between 0-1. The closer it is to 1, the more reliable the questionnaire is.

CR coefficients are mainly used in CFA to construct reliability tests and to evaluate the internal consistency of observed variables to which a latent variable belongs. Some researchers believe that CR ≥ 0.5 indicates the consistency of this measurement (Hair, 1998). Some scholars have emphasized that this standard is at least ≥ 0.6 (Bagozzi & Yi, 1998). Although there is no criterion for judging, most scholars adopt the fo llowing criteria: CR coefficient above 0.9 is exce llent, 0.8 is very good, 0.7 is moderate, and above 0.5 is acceptable. If it is lower than 0.5, it indicates that at least half of the observed variation is due to random error, and its reliability should not be accepted (Kline, 1998).

Validity refers to the validity of the test, that is, whether the survey can accurately me asure the content of the survey. This study uses content validity and structure validity as the test items of questionnaire validity.

Data Collection

There are 6213 urban junior middle schools in Guangdong Province (data from Guangdong Provincial Department of education, 2018). This study selects 50 of them as the distribution places of the questionnaire through simple random sampling. As the respondents were migrant children in junior middle school, the researchers sent the questionnaire to the schools of the respondents, sent the questionnaire to the staff responsible for student management, and introduced them to fill in the questionnaire requirements and precautions in detail. Then, these managers will randomly distribute the questionnaire to the migrant children in the school, guide these migrant children to fill in the questionnaire correctly, and these managers will take back the questionnaire.

Statistical Analysis

Since this study is designed as a quantitative study, the author inputs the data obtained from the questionnaire into the computer for statistical analysis. Descriptive statistical analysis of the questionnaire data is carried out through statistical software (IBM SPSS statistics 26), and structural equation analysis and verification are carried out through Amos software, so as to study the relationship between variables, verify the proposed assumptions, and analyze the relationship between school support and school adaptation.

According to the research objectives and a series of hypotheses, this study conducted a preliminary review of the recovered questionnaire and then put forward the invalid questionnaire. After that, the remaining valid questionnaires were coded and entered, and special documents were established for research. During the study, SPSS software and Amos software were used for statistical analysis of relevant data. Specific data analysis methods include factor analysis, descriptive statistics, t-test, analysis of variance, correlation analysis, structural equation model, and so on.

Result

Descriptive Analysis of Measurement Items

Descriptive statistical analysis makes a statistical description of the relevant data of all variables in the survey, mainly including data frequency analysis, centralized trend analysis, dispersion analysis, distribution, and some basic statistical graphics.

Reliability and Validity Analysis

Reliability Analysis is to ensure the effectiveness of model fitting evaluation and hypothesis testing. In order to ensure the reliability and stability of the questionnaire, it is necessary to analyze the Reliability of the questionnaire. In this paper, Cronbach's Alpha reliability coefficient is used to measure the reliability of the questionnaire. The larger α coefficient is, the higher the reliability of the questionnaire is, namely, the higher the credibility and stability of the questionnaire.

Cronbach's Alpha of SLS is 0.901, greater than 0.8, and the reliability coefficients of SS, FS and GS are also greater than 0.8. This indicates that the scale has a good reliability from the whole to all dimensions.

Using spss 220 exploratory factor analysis and KMO and Bartlett's spherical test were performed on the scale. The results are shown in the table below. This paper analyzes the validity of the scale. The KMO value is 0.942, the chi square value of Bartlett sphere test is 9519.243, and the degree of freedom is 561. The results show that the significance is 0.000< 0.001, reaching a significant level, indicating that the questionnaire

is suitable for factor analysis.

Confirmatory Factor Analysis (CFA)

it can be seen that $x2 / DF = 1.493$ is between 1 and 3, GFI = 0.907 > 0.9, IFI = 0.973 > 0.9, TLI = 0.970 > 0.9, CFI = 0.973 > 0.9, RMSEA = 0.034< 0.08, SRMR = 0.033 < 0.05. Therefore, it can be considered that this model has a good matching degree.

Confirmatory Factor Analysis (CFA)

When using SEM as the verification of the theoretical model, a good model matching degree (Byrne, 2010) is a necessary condition for SEM analysis. The matching degree is the degree of consistency between the expected covariance matrix estimated by the researcher's model and the sample covariance matrix. The better the matching degree is, the closer the model is to the sample. In order to achieve this goal, researchers should consider the important relevant statistical indicators provided by SEM. In this study, several indicators are selected to evaluate the fitness of the overall model, including CMIN test, CMIN / DF ratio, fitness index (GFI), adjusted fitness (AGFI), root mean square of mean approximate error (RMSEA), non-benchmark fitness index (NNFI), incremental fitness index (IFI) and comparative fitness index (CFI). When evaluating the degree of fit between the model and data, various indicators should be comprehensively considered. When most indicators meet the requirements, it can be considered that the degree of fit between the model and data is good.
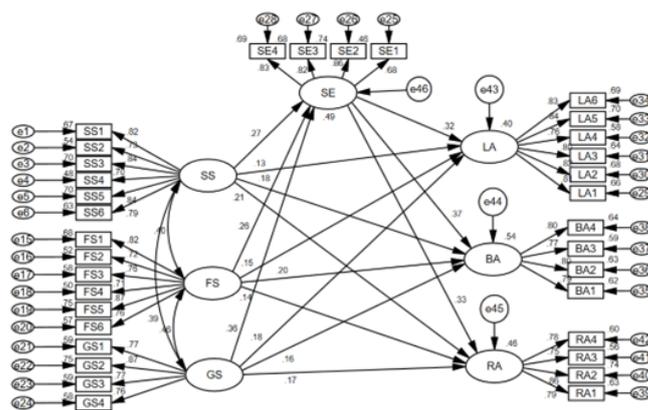
Annotation: IV is Independent Variable; DV is Dependent Variable; EKA is Efficient Knowledge Acquisition; EK is Explicit Knowledge; TK is Tacit Knowledge; ACRV is Allocation of Cluster's Residual Value.

Figure 3 *Operation results of structural equation model*
Source: *Developed by author*

The commonly used intermediary utility test method is the causality method proposed by Baron and Kenny (1986); However, Frilz (1997) believed that its statistical efficacy was low, so Sobel test was often used as a supplement. However, Sobel test also has defects. It needs to assume that the sample distribution of indirect effects is normal distribution. Therefore, Mcki nnom recommends using the bootstrap method. This paper uses the bootstrap method in SPSS process. According to Hayes (1999) suggestion, set the number of bootstrap samples to 5000 and perform the mediation effect test. According to the research of Preacher and Hayes (2004), if the bootstrap confidence interval does not contain 0, the corresponding indirect, direct or total effect

exists, or if Z > 1.96, the corresponding effect exists. Check whether se plays an intermediary role in the influence of independent variables on dependent variables. The results are as follows:

Table 1

Test of the mediating effect of Se on the influence of independent variables on dependent variables

Path	effect	Effect	SE	Bias Corrected (95%)			Percentile method (95%)		
				LLCI	ULCI	P	LLCI	ULCI	P
SS-SE-LA	Direct effect	0.134	0.056	0.028	0.250	0.013	0.024	0.245	0.017
	Total effect	0.223	0.053	0.121	0.327	0.001	0.120	0.326	0.001
	Intermediary effect	0.088	0.024	0.047	0.144	0.000	0.045	0.142	0.000
	Direct effect	0.150	0.054	0.041	0.252	0.007	0.044	0.255	0.006
FS-SE-LA	Total effect	0.234	0.055	0.120	0.336	0.001	0.124	0.340	0.000
	Intermediary effect	0.084	0.023	0.046	0.139	0.000	0.043	0.133	0.000
	Direct effect	0.178	0.060	0.060	0.295	0.004	0.059	0.295	0.004
GS-SE -LA	Total effect	0.296	0.056	0.188	0.403	0.000	0.187	0.402	0.000
	Intermediary effect	0.117	0.030	0.065	0.184	0.000	0.063	0.181	0.000
	Direct effect	0.176	0.051	0.076	0.276	0.001	0.074	0.275	0.001
SS-SE -BA	Total effect	0.278	0.049	0.182	0.372	0.000	0.182	0.372	0.000
	Intermediary effect	0.102	0.028	0.054	0.166	0.000	0.053	0.164	0.000
FS-SE-BA	Direct effect	0.204	0.052	0.102	0.305	0.000	0.099	0.303	0.000
	Total effect	0.300	0.050	0.200	0.397	0.000	0.199	0.396	0.000
	Intermediary effect	0.096	0.027	0.051	0.156	0.000	0.050	0.154	0.000
	Direct effect	0.159	0.059	0.050	0.282	0.005	0.045	0.277	0.006
GS-SE-BA	Total effect	0.293	0.052	0.195	0.399	0.000	0.193	0.396	0.000
	Intermediary effect	0.135	0.031	0.081	0.208	0.000	0.080	0.203	0.000
	Direct effect	0.208	0.056	0.098	0.316	0.001	0.096	0.315	0.001
SS-SE-RA	Total effect	0.298	0.053	0.195	0.399	0.000	0.195	0.399	0.000
	Intermediary effect	0.090	0.025	0.048	0.147	0.000	0.046	0.144	0.000
	Direct effect	0.140	0.057	0.022	0.247	0.022	0.025	0.251	0.019
FS-SE-RA	Total effect	0.225	0.055	0.114	0.328	0.000	0.117	0.331	0.000
	Intermediary effect	0.085	0.023	0.046	0.137	0.000	0.044	0.133	0.000
	Direct effect	0.171	0.057	0.066	0.286	0.002	0.060	0.282	0.003
GS-SE-RA	Total effect	0.291	0.053	0.184	0.397	0.000	0.181	0.393	0.000
	Intermediary effect	0.119	0.028	0.070	0.181	0.000	0.068	0.179	0.000

From the boost mediation effect test in the above table, it can be seen that the confidence interval of each independent variable for the indirect effect and direct effect of the dependent variable does not include 0, indicating that the indirect effect and direct effect are significant, that is to say, Se plays a partial intermediary role in each dimension of the independent variable. All assumptions are true.

Discussions

the test results of this research hypothesis are summarized as follows:

Table 2
Testing Results of Hypotheses

Hypotheses	Results
H_1:Social support has a significant effect on School Adaptation.	Accepted
H_{1a}: School support has a significant effect on School Adaptation.	Accepted
H_{1b}: Family support has a significant effect on School Adaptation.	Accepted
H_{1c}: Governmental support has a significant effect on School Adaptation.	Accepted
H_2:Social support has a significant effect on self-efficacy.	Accepted
H_{2a}: School support has a significant effect on self-efficacy.	Accepted
H_{2b}: Family Support has a significant effect on self-efficacy.	Accepted
H_{2c}: Governmental Support has a significant effect on self-efficacy.	Accepted
H_3:self-efficacy has a significant effect on School Adaptation.	Accepted
H_{3a}: self-efficacy has a significant effect on Learning Adaptation.	Accepted
H_{3b}: self-efficacy has a significant effect on Behavioral Adaptation.	Accepted
H_{3c}: self-efficacy has a significant effect on Relationship Adaptation.	Accepted
H_4:self-efficacy mediating the relationship between Social support and School Adaptation.	Accepted
H_{4a}: self-efficacy mediating the relationship between School support and School Adaptation.	Accepted
H_{4b}: self-efficacy mediating the relationship between Family support and School Adaptation.	Accepted
H_{4c}: self-efficacy mediating the relationship between Governmental support and School Adaptation.	Accepted

According to Cobb (1976), social support consists of three types of information: the first is information that makes individuals feel cared for and loved; the second is information that makes individuals feel respected and valued; the third is information that makes individuals feel a sense of belonging and responsibility. Social support is a generic resource from one's friends or acquaintances that can help him or her cope with problems or crises in daily life or adapt to changes in circumstances. The results of this study verify the rationality of this view from an empirical perspective. Zhang (2021) and Ding (2014) also found this law in their studies. It is found that there is a significant positive correlation between the understanding of social support and school adaptation among urban migrant children. Social support is a protective factor that promotes individual self-efficacy. Social support can help individuals acquire more successful
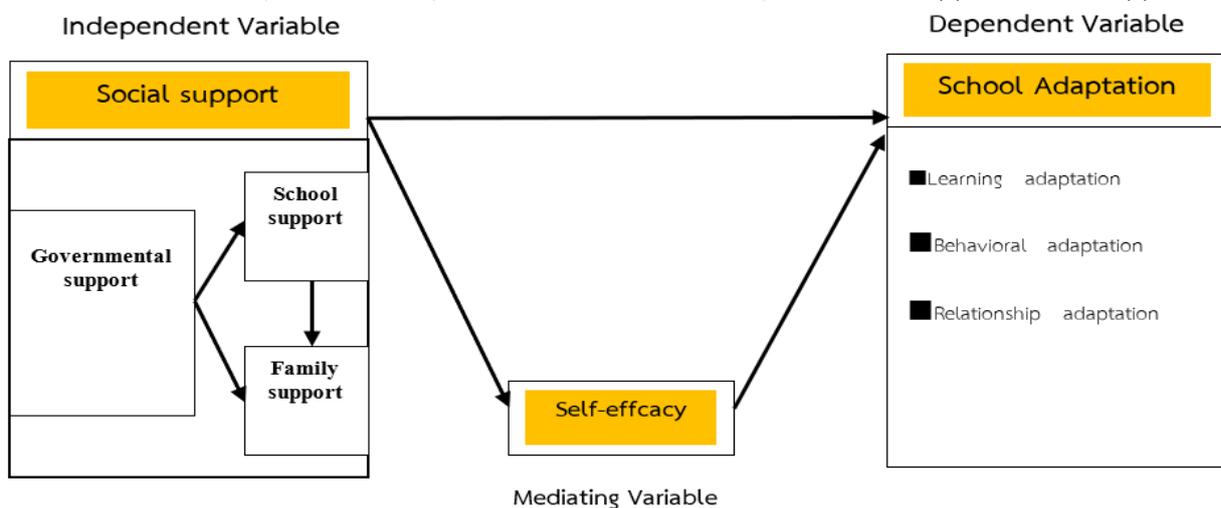
experience, enhance their positive evaluation of their own ability, and thus improve their sense of self-efficacy. Conversely, the less social support they received, the lower their self-efficacy is. The main effect model of Social Support holds that the more social support an individual receives, the more positive perception of the environment and positive emotions he or she has. Positive emotions can enhance the cognitive flexibility of individuals, improve the expectation and judgment of their own behavior ability and behavior results, and enhance the sense of self-efficacy. Du (2021) and Ye (2022) both found a significant positive correlation between social support and self-efficacy. Self-efficacy affects or determines people's choice of behavior, persistence and effort level of the behavior. It affects people's thinking patterns and emotional response patterns, and then affects the acquisition and performance of new behaviors. Wang (2013) found significant correlation between self-efficacy and school adaptation variables. The encouragement, affirmation, care and love provided by social support can bring positive emotional experience to children, provide a good environment for children, and produce positive educational results. Improving children's sense of self-efficacy has a profound impact on children's physical and mental health and their ability to regulate and regulate. It can

mobilize children's inner strength, show more self-controlled behaviors, promote their overall physical and mental development, and improve their school adaptation level. Chen (2020) demonstrated the mediating role of self-efficacy in the relationship between support and school adaptation, which is consistent with the results of this study.

Conclusion and Recommendation

On the basis of summarizing the previous research on the school adaptation of migrant children, With the help of social support theory, educational equity theory and legal system theory, this paper uses quantitative research methods to analyze the impact of social support factors and self-efficacy on the school adaptation of urban migrant children. Analysis of social support, school adaptation and self-efficacy; Government support has a direct positive effect on school adaptation, School support has a direct positive effect on school adaptation, Family support has a direct positive effect on school adaptation; Partial mediating effect of self-efficacy between social support and school adaptation, Social support structure relationship of school adaptation of migrant children.

To sum up, in terms of the relationship between government support, family support and

Independent Variable — Dependent Variable

Social support → School Adaptation
- Learning adaptation
- Behavioral adaptation
- Relationship adaptation

Governmental support → School support / Family support

Self-effcacy

Mediating Variable

school support, government support that has an impact on family support and school support involves not only assistance policies and material assistance, but also specific family condolences and care activities. To a certain extent, government support is conducive to providing direction and standards for the optimization of family support and school support. Therefore, giving full play to the guiding role of the government is conducive to improving the quality of family education and school education of migrant children, which is conducive to promoting the school adaptation of migrant children to a certain extent. Government support has a direct positive effect on family support and school support. Based on this, this study analyzes and optimizes social support, and puts forward the following conceptual framework:

The research shows that the government's promotion of family support and school support for migrant children can play a promoting effect, and government support has a direct positive effect on relationship adaptation. Governments at all levels can design corresponding care policies and systems for migrant children, and also provide financial and human support for junior middle school education for migrant children. Due to its administrative and financial advantages, it can play a leading role in the social support system for the school adaptation of migrant children. Schools play a key role in promoting the improvement of the school adaptation status of migrant children. School support can play a leading role in the social support system for the school adaptation of migrant children. It is also the core support link of migrant children's school adaptation. School support has a direct positive effect on family support. For migrant children, parents or guardians are the people who have more contact in their family growth and life. Relationship adaptation and behavior adaptation are the direct focus of family support affecting school adaptation. Family support plays an important auxiliary role in the social support system of school adaptation of migrant children. This study believes that "government support as the leader, school support as the main promoter, and family support as the auxiliary" can be taken as the support system framework. We can try to provide material resources, spiritual resources and other resources as well as institutional guarantee to promote the school adaptation of migrant children in the social network collection system of government support, school support and family support, so as to promote the construction of social support system for their school adaptation.

Therefore, in order to improve the school adaptation of migrant children, we can start from the following aspects:

1. Create a supportive atmosphere

Schools should treat migrant children and local children equally, allocate teaching resources reasonably, avoid the situation that migrant children are assigned to concentrated classes, and provide the possibility of interaction and communication on basic conditions. In addition to the power of school and social resources, attention should be paid to the connection between school and family. Parents' attention to their children and involvement in their children's lives are positive for school adaptation. We can spread positive and scientific family education concepts through posters and voice broadcasts, so that parents of migrant children pay attention to their spiritual development needs while paying attention to their material life.

2. Pay more attention to the self-improvement of children

For migrant children, peer group is an important companion group in their growth, which has an indispensable influence on their self-cognition and development. Self-efficacy growth camp can be carried out for unified response and solution. The development camp is a supportive resource for migrant children and can contribute to the establishment of positive self-efficacy for children.

In addition, under the protection of national systems and policies, migrant children have basically achieved "education". In addition to further implementing the education of migrant children, we should also pay attention to the quality of education, avoid simplifying the standards of migrant children, and pay attention to the establishment of a friendly connection between migrant children and local children.

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