

# ***From the Perspective of Artificial Intelligence to Explore the Factors Affecting the Educational Integration of Migrant Children Based on the Educational Process and Results***

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**Abstract:** In recent years, with the continuous increase of the floating population, the society pays more and more attention to the floating population. Therefore, it is of great practical significance to conduct an in-depth discussion on the education integration of migrant children. This paper conducted theoretical and empirical research on the main factors affecting the educational integration of migrant children from two aspects of educational process and results. It mainly took urban children as reference objects, and compared them with migrant children in three aspects: enthusiasm, academic performance, and classroom criticism and praise. It was found that migrant children lagged behind by 31.8% in classroom enthusiasm. In the number of praises, the mean was 6 times lower. Academic performance was also 10 points lower on average, which was generally weaker than urban children. Among migrant children, schools with urban children as the main body had a significant negative impact on the integration of their educational process. The higher the educational level of parents, the higher the income level. The more they participate in their children's education, the more they can improve their educational integration level.

## **1. Introduction**

With the acceleration of China's reform and opening up and urbanization, a large number of migrant workers have poured into the cities, bringing new vitality to the cities. As the population

continues to move, the migration of family members has gradually formed an important trend. Urban migrant children are an important part of China's floating population, and their number is increasing day by day. Because they lack the necessary work skills, they roam the outlying areas of the city.

As adults, urban migrant workers are in an important period of economic growth. Its level of success directly affects the overall quality of Chinese talents. Due to the high emphasis on human resources in today's world, the formation and development of urban migrant children not only has a huge impact on the accumulation and development of China's human resources, but also plays a pivotal role in the balance of economic and social development, the rationality of spatial structure, and the construction of a harmonious society. In order to eliminate the gap between villages and county towns in a harmonious society and increase urban income, the floating population in rural areas must be given full attention.

This paper mainly studies the influencing factors of children's educational integration by comparing the education of migrant children and urban children. The comparison results show that migrant children generally lag behind urban children in education. It is necessary to strengthen the education and management of migrant children in order to better maintain social stability and cultivate more talents who can contribute to the society.

## 2. Related Work

Migrant children refer to a group that is not in villages or cities. They follow their relatives to study in cities and towns, but they do not have urban household registration. The issue of educational integration has become the focus. In terms of educational integration, many scholars have discussed it. Education is a powerful tool that can bring about positive change, prosperity and justice. In this regard, Ashraf M T conducted research on the changes brought about by educational integration. The results of the study found that educational integration could bring the cultures of different countries closer, promote peace and the connection between people [1]. Social policies and welfare systems are key parameters for global mobility governance, attracting, directing or containing migrant flows. In this regard, Zambeta E conducted research and found that education was of great significance in terms of social stability, which could well implement mobile governance [2]. In the context of educational modernization, Kiryakova A V conducted research on the interactive field of migrant children's educational issues. Studies have found that teaching support for migrant children and the informatization development of students' personality were conducive to enhancing their inner potential [3]. Scholars have explained the face-to-face problems of educational integration, but the process and results of education have not been clearly explained.

In the discussion of the educational process and results of migrant children, many scholars have concerned about these issues and have discussed them. Badrasawi K conducted a research project to understand the important role of parents in children's personality development and education. He selected parents of third- and fourth-grade schoolchildren to answer a questionnaire about parental involvement. A Rasch measurement model was used for the analysis. Analysis showed that children who were accompanied by their parents had more robust personalities [4]. In order to understand the situation of migrant children in post-education with their parents in towns, Boyagoda K conducted a qualitative study. It was found that mothers were more concerned about their children's education, and they expected the quality of teaching in schools. This was also the main reason why they took their children with them [5]. In order to understand the participation of parents in children's education, Jamhar R conducted a questionnaire study to understand the local education situation. It was found that parents were only involved in three aspects of parenting, communication and home learning, which had positive effects on children's academic performance [6]. With the

discovery of many children's character defects, people's attention to children's education has also become more important. Chege N investigated the causes of children's character problems. It was found that most of the children with personality problems were the parent's education style and the absence of the parents, which was also the main factor [7]. Scholars have all done research on children's education. However, the factors of migrant children's educational integration are not understood from the perspective of artificial intelligence. In this regard, the article discussed the educational process and results.

### 3. Educational Problems and Solutions for Migrant Children

#### 3.1. Status Quo of Educational Issues

They grew up in the countryside and moved with their parents to an unfamiliar city. They encounter many difficulties in communication, learning, psychology and so on. Although the society attaches more importance to migrant children, there are still many inconveniences for them [8]. At present, their existing educational problems mainly include the following points, as shown in Figure 1.

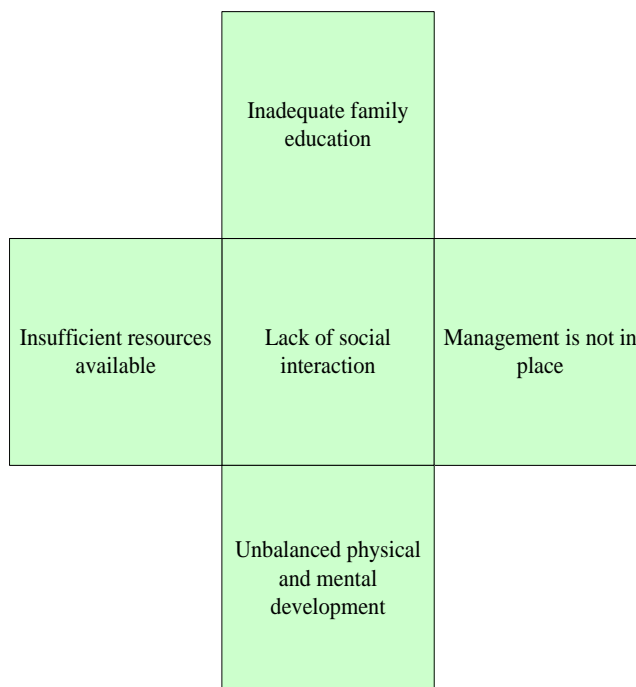


Figure 1. Status of education issues

Insufficient family education [9]. Parents are the primary teachers of children's development. Family education is an important part of children's enlightenment education and early childhood education. The working life of migrant families has a negative impact on children's education. One of the most prominent is the weakness of their family education. First, migrant families lack education for their children. Migrant workers rush to make a living in other places, and do not have much time and energy to tutor their children. Second, the family rearing model of migrant children is not democratic enough. There are four types of family parenting models for ordinary children: democratic, laissez-faire, authoritarian, and doting. The parental education model of migrant children is mostly laissez-faire and authoritarian, which makes it difficult to get along with their children on an equal footing and with democracy.

Lack of social activities [10]. The healthy growth of children requires a good social environment.

However, with the departure of their parents, they left their familiar homeland and came to a completely unfamiliar city, which cut off their communication and contact with their children and family members in time and space. The closed living space of urban migrant children makes it difficult to carry out effective social activities in the new social environment, thus affecting their normal development. The types of families that migrant children live in differ greatly from other groups, as shown in Table 1.

*Table 1. Differences among migrant children*

House type	Collective households of foreign population	Migrant households	Local households of migrants
All floating population	62%	31%	7%
Migrant child population	8%	74%	18%
Foreign crowd	25%	45%	30%

Inadequate access to educational resources. Due to the unreasonable distribution of public schools, it is difficult for migrant children to go to school [11-12]. The distribution of migrant families in cities and towns is special. Generally speaking, the newly developed areas at the junction of urban and rural areas have a relatively large flow of people, and most of the foreigners gather here. Because of educational constraints, the school raised the entry age to six and a half. Migrants must hold multiple documents, which makes many strict regulations "stumble" the children of the floating population, making the dream of compulsory education for many floating population unrealized.

Children's education and management work needs to be strengthened [13]. In the past, children of migrant workers could only study in ordinary schools. However, schools for children of migrant workers cannot guarantee their teaching quality due to insufficient funds and other problems, and also face corresponding major safety hazards. At present, due to the strict regulation and control of relevant national policies, public schools have also begun to gradually open to migrant children, and have taken on the important task of "maintaining". At the same time, however, there has also been a phenomenon of "return" in which some migrant children enter public schools and then transfer to schools for children of migrant workers. This quality anomaly also fully illustrates the problems that public schools have after admitting street children. First, public schools often lack corresponding care for homeless children. Some public schools group homeless children into so-called classes and mark these children. However, they rarely consider whether the thoughts of teachers and students harms the children's psychology. At the same time, the complex charging mechanism of private schools has also made many migrant workers far behind. Second, there is a lack of educational measures for the floating population. Due to mobility, migrant children's academic performance is generally low, and their learning speed is also affected to a certain extent. The textbooks and teaching materials used in different regions are also different. While dealing with their parents, migrant children also need to adjust different levels of teaching materials and educational methods, which increases the difficulty of their learning. They live with their parents. Parents have frequent job changes due to the instability of their jobs. Therefore, "flow" is inevitable. This is not because of the children themselves, but because the public schools that accept these children know what to do when faced with this situation.

Migrant children have unbalanced physical and psychological development [14]. Their psychological imbalance factors are shown in Figure 2. The hardships of childhood have a dual impact on the development of migrant children. The special environment of unstable mobility undoubtedly creates employment opportunities for migrant children. Homework is done ahead of schedule due to busy work. However, it should also be noted that life is difficult. For young people

living in cities, they are likely to feel unfair. The living conditions of migrant children are relatively poor. They also live with "superior" urban children, which invisibly creates pressure and inferiority in their hearts, making their "self-esteem" significantly lower than urban children. They generally lack self-confidence, which adversely affects their development. In the process of transforming into adults, migrant children are eager to be respected and understood, but eager to be independent and unwilling to talk to others. Most migrant children want to be friends with urban children, but don't want to be discovered. From the point of view of children's psychological development, discrimination is the greatest harm to children. Discrimination not only makes children withdraw, lack self-confidence, dare not communicate with others, but even become hostile to those around them and produce bad behavior. In the city, if it cannot be treated fairly, it would cause long-term psychological trauma to itself and a potential threat to social stability [15].

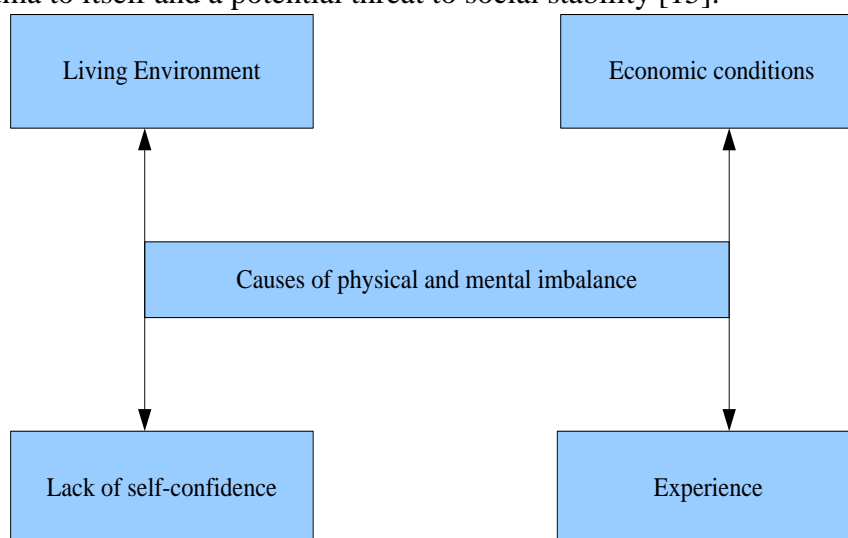


Figure 2. Causes of psychological imbalance

### 3.2. Reasons for Educational Problems

Family level. (1) There is a conflict between the survival of migrant workers and the realization of their educational responsibilities. At present, with the increase of rural population, more rural women bring their children to work in cities. Due to differences in the nature of work, household registration system, and urban-rural dual structure of migrant workers, conflicts arise between migrant workers' survival in urban life and their educational responsibilities. (2) The parents' education level is relatively low, and they do not understand the basic common sense of the family. On the whole, due to the lack of scientific and effective educational methods, the result is often twice the effort with less effort, such as corporal punishment and scolding. In the long run, children's personality development and improper family education have produced contradictions, thus causing problems. (3) Parents' educational awareness is not strong. Migrant workers who do simple jobs have higher expectations for their children. They instill in their children the notion that study is useless. This makes children feel that if they want, they can study. If they don't want to study, they can look for a job just like their parents, which can also reduce the burden on parents. Because the parents' lack of knowledge and ability in education and the backward concept, their children are deficient in family education [16-17]. The influencing factors at the household level are shown in Figure 3. The proportion of migrant children out of school is shown in Table 2.

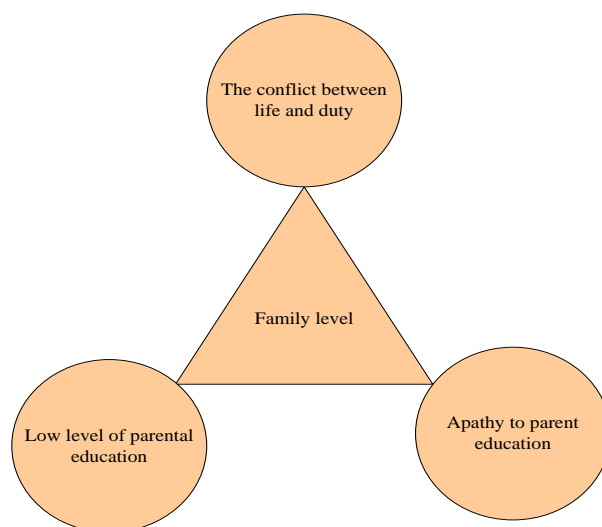


Figure 3. Household-level factors

Table 2. Proportion of migrant children out of school

Project	1	2	3	4
Reasons for dropping out	Did not study	High fees	No need	Other
Proportion	8%	40%	30%	22%
Family factors	21%	36%	25%	18%

School level: Insufficient investment in education makes it difficult to reverse the situation [18]. The cultivation of talents must be invested economically. It truly reflects the overall level of national education investment, depending on the proportion of gross national product. There are so many migrant children that funding for their education is undoubtedly a huge expense. Local finance alone is definitely not enough. Due to the lack of government investment in education, public schools, which are already very difficult, must collect sponsorship fees from children of migrant workers in order to maintain normal teaching, which makes vulnerable groups very uncomfortable. In addition, there are many only children among urban residents, and most of the floating population have brothers and sisters. Therefore, resources in education are relatively tight. Different types of urban schools develop unevenly. Compulsory education is both compulsory education and state education. Therefore, it is the responsibility of the government to provide and guarantee various conditions and opportunities for school-age children to go to school.

Social level: One of the biggest purposes and functions of the current household registration system is to control the migration and flow of the population. Although the actual effect has been reduced due to changes in other institutions, this effect still exists. The government's policy restrictions limit the development of the city. Therefore, it is reasonable and inevitable to control the population of a city. The public administration function of government agencies is lacking. Migrant children are not only the affairs of families and schools, but also the administrative affairs of the government. However, the government, women's federations, educational institutions and other government departments have different opinions on this issue and shirk their responsibilities.

Self-level: Children's self-control is too weak. In fact, after they entered the city, they hoped to learn to take care of themselves, which would reduce the pressure on their parents. However, in real life, there is nothing they can do. This is mainly because of the age structure of children, who are all in the process of growth and development. In the new urban life, in terms of "doing" and "not

doing", "good" and "bad", they are not rational enough to judge whether things are good or bad. Therefore, they feel that their self-control is weak. Spiritual defenses are weak and moral standards decline. As the age of urban migrant children is generally relatively young, their thoughts and concepts are more easily affected by external factors, so their safety issues are particularly prominent [19]. At the same time, because children's ability to judge things is relatively weak, it is easy to develop some bad habits. In summary, the main problems in education are shown in Figure 4.

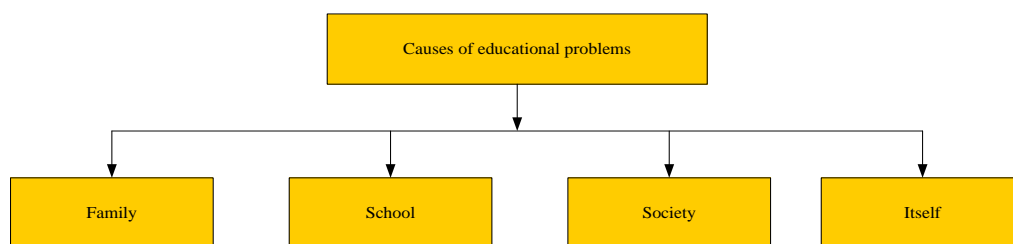


Figure 4. Educational problem causes

### 3.3. Measures for the Education of Migrant Children

Children are the flower of the motherland and the future of the country. Whether they can get a good education and whether they can prosper or not directly affects the future and destiny of a nation. The government is the spokesperson of the public interest and the owner of public power. It should focus on urban migrant children and assume a high degree of responsibility for the country's future. It should be used as an opportunity to provide a good educational environment for urban migrant children [20]. The measures for the education of migrant children are shown in Figure 5.

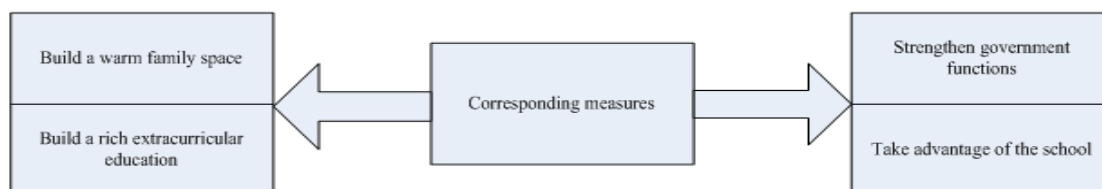


Figure 5. Targeting measures

It is necessary to strengthen government functions to create a good educational environment for migrant children. The government also has the responsibility to educate the children of farmers who come to work in cities, mainly in full-time private schools. The compulsory education for children of migrant workers shall be the same as that of local residents. An instalment payment policy has been developed for parents of students whose employment is precarious and whose residence is not fixed. Schools can set up scholarships to provide special family relief, or provide free admissions, which can provide practical help for migrant families. Finances at all levels should allocate funds rationally, raise and arrange special funds for areas with concentrated urban floating population, which provides them with special care and education. At the same time, attention should be paid to improving the existing school conditions, increasing the number of school buildings, and purchasing industrial and essential facilities to increase the number of migrant children. It should also attach importance to the "education-oriented" urban primary and secondary school teachers. It is necessary to implement the improvement of teachers' treatment into practical work, such as caring about their work and life, raising their awareness level of migrant children's work, and training them. Governments at all levels should make full use of the power of the news media to



carry out positive publicity and guidance. This allows people from all walks of life to recognize this problem and to care about their educational status, which arouses their concern and sympathy. At the same time, it is necessary to strengthen the assistance to the floating population, and provide convenient and effective services for institutions and individuals willing to help them improve their educational level.

It is necessary to make full use of the advantages of the school and create a harmonious campus environment for urban migrant children. The education of urban migrant children is dominated by schools. They spend most of their daily life at school. Therefore, in order to establish a new educational system for migrant children and improve the educational environment for migrant children, their own advantages must be made full use to create a harmonious and upward campus environment. Teachers should go deep into the homes of migrant children to conduct home visits and field trips to understand their family's economic and living conditions, as well as their living and learning difficulties. Then, the detailed individual profiles for migrant children in each city are built. According to their specific situation, they are given targeted education. In addition, it is necessary to actively create a favorable environment so that teachers can use various learning methods to improve their professional knowledge and professional skills while doing their own work, so as to continuously improve their overall quality, which is conducive to urban mobility. The training of children provides high-quality teachers. The educational problems of urban migrant children in the new era make it difficult for the original educational concepts and educational methods to be effective. Schools and teachers should change the educational concept that focuses solely on academic performance as soon as possible. It is necessary to establish the idea of "student-oriented", and carry out various forms of teaching according to the actual situation, which makes it receive all-round care. For those migrant children living in cities, they are emotionally vulnerable, anxious, autistic, confident, pessimistic, negative and pessimistic. They should build confidence, study hard, and accept themselves and others with an open mind. It is necessary for the communication and exchanges between teachers and students, classmates, urban migrant children, and rural family members to change the closed and depressed psychology of migrant children.

A warm family environment needs to be created for migrant children. It is necessary to vigorously advocate migrant workers, so that when they are working, they should pay more attention to their children to arouse their sense of family affection and to put their children's education issues first. Parents who go out to work should keep in touch with their children's teachers more to understand their children's academic situation. By working together, the quality of children's education is improved.

A variety of extracurricular activities are established. It is necessary to expand the content, books, sports facilities, etc. of the activity place, and provide a place for migrant children to learn and communicate, so as to enrich their extracurricular activities. Active participation in social practice promotes the physical and mental development of the floating population. In a sense, they can replace the parents of urban migrant children and provide them with care in life and education, which allows children to obtain spiritual comfort and a sense of belonging like home in the society. Children can also take care of themselves by training them in life skills. Children are encouraged to do more housework as a reward for their hard-working parents. For migrant children whose family conditions are not very good, they should pay more attention to their lives and give them some care, which solves their difficulties in life from a practical point of view.

### **3.4. Assessment Algorithm for Data Integrity Assess Completeness Data Method (ACDM)**

Sample Statistical Correlation Theory. Simple random sampling: A sample of  $n$  capacity obtained from the population is considered the result of a statistical experiment performed  $n$  times.



The result of each test, then, is an observation of the estimated global random variable X. Because each of the n observations is random, the n observations correspond to the set X of n random variables.

Among them, X is expressed as:

$$X = \{X_1, X_2, \dots, X_n\} \quad (1)$$

If any of the n random variables are independent of each other, and the probability distribution of X is the same. Then, the set of n variables is a simple random sampling. When a simple random sampling is performed, the overall sampling period needs to be unchanged. Therefore, the distribution of the variable X to be estimated also does not change, which is consistent with the sampling mode with replacement. This requires the introduction of a central limit theorem.

Central Limit Theorem. Assuming that  $X_{i,i=1,2,\dots}$  are a series of independently distributed variables, the mathematical expectation  $\xi$  and  $\sigma^2$  variances are:

$$E(X_i) = \xi \quad (2)$$

$$\text{Var}(X_i) = \sigma^2 \quad (3)$$

Then, there are:

$$\sqrt{n}(\bar{X} - \xi)/\sigma \rightarrow N(0,1) \quad (4)$$

Or:

$$\sqrt{n}(\bar{X} - \xi)/\sigma \rightarrow N(0, \sigma^2) \quad (5)$$

In the case where the selected random variables are independent and homogenous distributions, the theorem can be applied if the samples sampled are independent, but in the case of different distributions. When the conditions are met:

$$E(\sum |X_i - \xi_i|^2) = (\sum \sigma_i^2)^3 \quad (6)$$

Then, the definition variable  $Y_n$  at this time is:

$$Y_n = \frac{\bar{X} - E(\bar{X})}{\sqrt{\text{Var}(\bar{X})}} \quad (7)$$

Then there are:

$$Y_n \rightarrow N(0,1) \quad (8)$$

Using the central limit theorem, it is not necessary for the sampled population to obey a normal distribution, so that the population of any distribution can be estimated. As can be seen from the above, a simple random sample that is not replaced can be considered a central limit theorem if the volume of a random sample drawn is smaller than 5% of the population.

When it comes to factors affecting migrant children, the sample size of the survey is large. In this regard, the paper selects data samples from the perspective of artificial intelligence, and estimates the data mainly through the data integrity assessment algorithm ACDF.

First,  $\hat{I}$  is defined as one of I is an approximate estimate of  $(\varphi, \tau)$ . If:

$$\Pr\left(\left|\frac{\hat{I}-I}{I}\right| \geq \varphi\right) \leq \tau \quad (9)$$

Among them, Pr is the probability of the approximate estimation algorithm under r samples. If the conditions are met, it means that its attributes satisfy the set, which can be substituted into the next step for calculation.

After getting the number of samples, each sample property is called. The completeness of each

sample is judged, and the number of samples is counted. The integrity of the sample is calculated. Then, the completeness of the total set is estimated. Attribute value calculation is performed by establishing the complexity of the attribute. Among them, the sample size  $M_j$  of the sampling for each attribute can be expressed as:

$$\sum_{j=1}^m M_j = M_r \quad (10)$$

$M_r$  is the calculated sample size. The time complexity  $O$  of starting the loop is:

$$O = (N \sum_{j=1}^m \lg M_j + \sum_{j=1}^m M_j) \quad (11)$$

Because Formula (10) is substituted into Formula (11), it can be obtained:

$$N \sum_{j=1}^m \lg M_j + \sum_{j=1}^m M_j = N \sum_{j=1}^m \lg \frac{M_r}{m} + M_r \quad (12)$$

$N$  is the number of records of data. Through the approximate estimation between the two, a large amount of data information of migrant children is obtained.

#### 4. Comparison of the Integration of the Educational Process of Migrant Children

In this paper, the evaluation algorithm of artificial intelligence is used to compare the situation of migrant children and urban children in a certain city, mainly in the enthusiasm of answering questions, the number of praises and criticisms, and the results. The time period is one month. These can reflect the integration of migrant children into the city in terms of education. In order to ensure the accuracy of the experiment, three experiments are carried out in this paper. The results obtained are taken as the mean.

The enthusiasm for answering questions can be judged by the number of times they answered questions in the classroom. Students who are active in class can also demonstrate their integration into the class. The higher the activity, the better the integration. Figure 6 shows the comparison of the number of times the two types of children answered questions in the classroom. Among them, Figure 6A shows migrant children, and Figure 6B shows urban children.

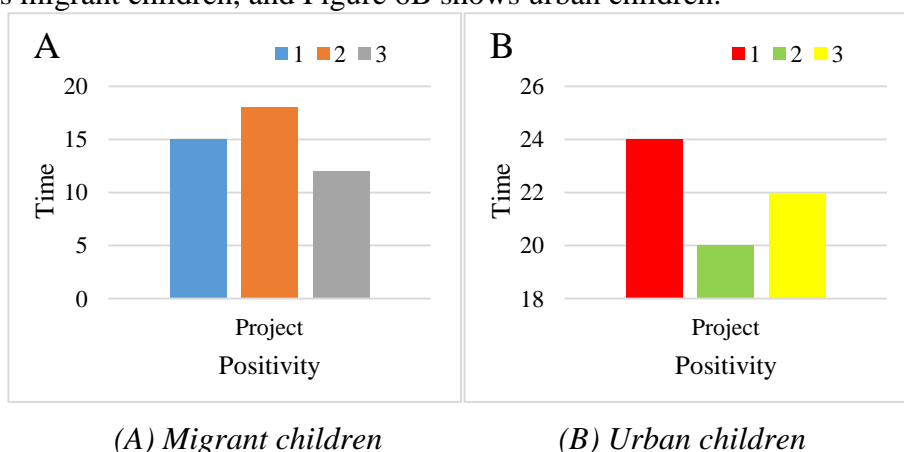


Figure 6. Positivity comparison

In Figure 6A, migrant children answered the question an average of 15 times three times in class. However, in Figure 6B, the urban children answered the question 22 times in class. The number of times that the answer to the question fell behind was 7. The proportion of positivity behind urban children was 31.8%. It can be clearly found that the enthusiasm of urban children in the classroom was relatively high. It shows that there are still certain problems in the integration of education for

migrant children, that is, the performance in the education process still lags behind to a certain extent.

Due to their own family education reasons, migrant children may have psychological disabilities, which may lead to less initiative in school. Figure 7 shows the comparison of the times of criticism and praise for two different children in school. Among them, Figure 7A shows migrant children, and Figure 7B shows urban children.

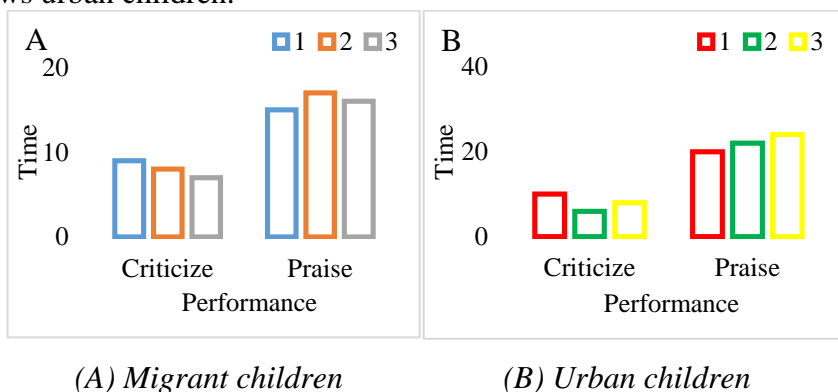


Figure 7. Comparison of the times of criticism and praise

In Figure 7A, it can be found that the number of times the migrant children were criticized and praised in the class were 8 and 16 times, respectively. However, in Figure 7B, the times of urban children were 8 and 22, respectively. There was no difference in the number of times it was criticized. However, in terms of the number of praises, urban children were 6 times more than migrant children. It illustrates the difference between migrant children's performance in school and urban children, possibly due to different levels of parental emphasis. Children's psychological conditions and parents' attention all affect their educational integration process.

There are also some gaps in their academic performance. Because the mobility of migrant children is relatively large, the learning time is relatively reduced. It is also possible to understand their integration through the grades between the two. The comparison chart of their academic performance is shown in Figure 8. Figure 8A shows migrant children, and Figure 8B shows urban children.

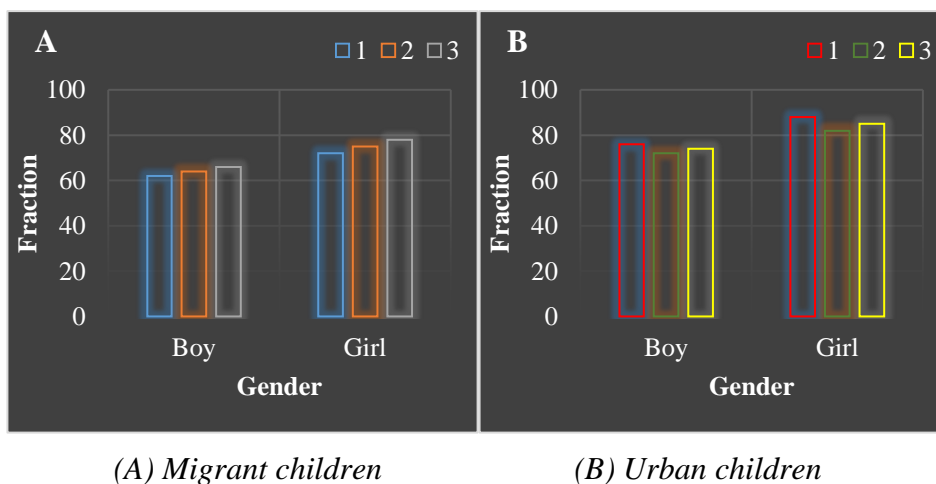


Figure 8. Comparison of academic performance

In Figure 8A, it can be found that the average scores of migrant children for boys and girls were

64 and 75 points. However, in Figure 8B, the mean scores of urban children were between 74 and 85. By comparison, it can be found that the performance of migrant children was still lower than that of urban children, and the average score was 10 points lower. Urban children's learning resources also have certain advantages. Migrant children are relatively weak on the basis of family circumstances. It also shows that migrant children have some influence more or less in the process of educational integration.

## 5. Conclusion

With the continuous increase in the number of floating population, there is also growing social concern for its education and urban-rural integration. Migrant children are in the early stages of life development. This stage is a critical period for its socialization, urban adaptation, identity transformation, and cultural identity transformation. On this basis, this paper made an in-depth discussion on the educational integration of migrant children from the perspectives of educational process and results. Research showed that migrant students were less motivated in the classroom, praised and criticized, academic performance and other major educational processes than urban students. Communication between parents and children could significantly promote the inclusion of migrant children in the educational process and outcomes. In response to this situation, it is suggested to hold parent-teacher conferences in families of migrant children to help parents of migrant children change their educational philosophy. It is necessary to pay more attention to the education of the parents of migrant children and communicate with them more, so that they can better integrate into the education of the city. It is also expected that in the follow-up, the education of migrant children can be truly integrated with the city, so that the city can become their real home.

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## Data Availability

Data sharing is not applicable to this article as no new data were created or analysed in this study.

## Conflict of Interest

The author states that this article has no conflict of interest.

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