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The Effect of Left-behind Adversity on the Developmental Trajectory of Personal Growth Initiative of Left-behind Children in Junior Middle School: The Mediation of the Developmental Trajectory of Social Support

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Abstract: The survey was conducted with children in Grade 7 from five rural middle schools in Hunan Province three times over two years. 363 children who had been left behind (left-behind children, LBC) during the period were taken as the research objects. Latent Growth Modeling (LGM) was used to investigate the influence of T1 left-behind adversity on the development trajectory of personal growth initiative (PGI) and the mediating effect of social support. Results showed that the level of PGI of LBC in junior middle school was linearly decreased, and the level of social support was relatively stable; T1 left-behind adversity was negatively correlated with the intercept of PGI but positively correlated with the slope of PGI, which were partially and fully mediated by the intercept and slope of social support respectively. It can be seen that left-behind adversity will weaken LBC's current PGI, but slow down its subsequent descent speed concurrently, thus showing a coexistence of negative and positive influences called "double-edged sword" effect. In this process, the development of social support plays a longitudinal mediating role.

Key words: left-behind children in junior middle school; left-behind adversity; personal growth initiative; social support; latent growth modeling