

Understanding and Addressing the Issue of Underachieving Students in China: A Comprehensive Study

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Abstract. This research focuses on the study of learning difficulties among students in China. The aim of this study is to analyze the causes of learning difficulties at different educational levels and provide recommendations to reduce the number of students facing these challenges. The introduction provides background information on the definition and prevalence of learning difficulties among students. The significance of this research lies in reducing biases and the number of students facing learning difficulties. The analysis of the causes of learning difficulties is divided into three sections: primary school, high school, and university. Each section explores the specific factors that contribute to learning difficulties at that particular educational level. The transformation section discusses strategies to reduce the number of students facing learning difficulties. It provides recommendations for primary schools, secondary schools, and universities to implement interventions and support systems to help struggling students. The conclusion summarizes the research findings and provides a future outlook on how to assist students facing learning difficulties and reduce their numbers.

Keywords: Academically challenged students, academic performance, causes, interventions.

1. Introduction

1.1. Background

Poor students, or academically challenged students, refer to students who face difficulties in their academic performance and struggle to meet the expected standards. The number of academically challenged students in China has been a growing concern in recent years. According to a study conducted by Xu and Liu, the self-evaluation of academically challenged students is often negative, and they are often subjected to negative evaluations from others [1]. This highlights the need for further research to understand the factors contributing to academic challenges among students in China.

1.2. Research Topic

The research topic of this study is focused on academically challenged students in China [2]. By examining the causes and potential solutions for academic challenges, this study aims to contribute to reducing the bias and number of academically challenged students. In this study, the author will first analyze the causes of academic challenges among students in China, focusing on different educational levels, including primary school, high school, and university. The author will then explore strategies to reduce the number of academically challenged students, considering the specific challenges faced by students at each educational level. Finally, the author will provide recommendations from different perspectives, including teachers and students, to address the issue of academically challenged students.

1.3. Research Significance

Understanding the factors contributing to academic challenges among students in China is of great significance. Firstly, it can help educators and policymakers develop targeted interventions and support systems to address the needs of academically challenged students. Secondly, it can contribute to reducing the stigma and bias associated with academically challenged students, promoting a more

inclusive and supportive learning environment. Lastly, by identifying effective strategies to reduce the number of academically challenged students, this research can contribute to improving the overall educational outcomes and opportunities for students in China.

2. Analysis of the Causes of Learning Disabilities in China

2.1.Primary School

In primary school, several factors contribute to learning disabilities. According to Wu, one of the main causes is the lack of foundational knowledge and skills in subjects such as mathematics [3]. This can be attributed to ineffective teaching methods or a curriculum that does not adequately address the needs of students. Additionally, the pressure to perform well academically and the competitive nature of primary education in China can also contribute to learning difficulties. Students may feel overwhelmed and struggle to keep up with the fast-paced curriculum. Wu points out that a lack of foundational knowledge and skills in subjects such as mathematics is one of the main causes of learning disabilities in primary school. Ineffective teaching methods and a curriculum that does not address the needs of students are contributing factors. Furthermore, the academic pressure and competitive nature of primary education in China can also lead to learning difficulties, as students may feel overwhelmed and struggle to keep up with the fast-paced curriculum.

2.2.High School

In high school, learning disabilities can be influenced by various factors. Shang suggests that one of the main causes is the heavy workload and intense academic pressure [4]. High school students in China are often required to study long hours and participate in numerous extracurricular activities, leaving little time for relaxation. This can lead to burnout and hinder their ability to focus and retain information. Moreover, the transition from middle school to high school can be challenging for students, as they are expected to adapt to a more independent and self-directed learning environment.

2.3.University

Learning disabilities in university can be attributed to different factors compared to primary and high school. Ma highlights that one of the main causes is the lack of self-regulation and time management skills [5]. Many university students struggle with balancing their academic responsibilities with other aspects of their lives, such as part-time jobs or social activities. This can result in poor time management, procrastination, and ultimately, difficulties in keeping up with coursework. Additionally, the increased academic rigor and higher expectations in university can also contribute to learning disabilities, as students may feel overwhelmed by the demands of their studies.

In summary, the causes of learning disabilities in China vary across different educational stages. In primary school, the lack of foundational knowledge and intense academic pressure can contribute to learning difficulties. In high school, the heavy workload and transition to a more independent learning environment can be challenging for students. In university, the lack of self-regulation and time management skills, as well as increased academic rigor, can hinder students' learning abilities. Understanding these causes is crucial in developing effective strategies to address and reduce the number of learning disabilities among students in China.

3. Transformation: How to Reduce the Number of Underachieving Students

3.1.Primary School

In primary school, the causes of underachievement among students can be attributed to various factors. According to Chen, underachieving students in primary school often exhibit specific psychological developmental characteristics that contribute to their academic struggles [6]. These characteristics include low self-esteem, lack of motivation, and poor self-regulation skills. To address

these issues and reduce the number of underachieving students in primary school, it is crucial to implement targeted educational correction strategies.

One effective strategy is to provide individualized support and guidance to underachieving students. This can be achieved through the establishment of mentorship programs, where experienced teachers or older students can offer guidance and support to struggling students. By providing personalized attention and assistance, underachieving students can receive the necessary support to improve their academic performance [6].

Additionally, it is essential to create a positive and inclusive learning environment in primary schools. This can be achieved by promoting a culture of collaboration and cooperation among students. Teachers can encourage peer tutoring and group activities, which not only foster a sense of belonging but also enhance students' learning experiences. By creating a supportive and engaging learning environment, underachieving students are more likely to feel motivated and develop a positive attitude towards learning [6].

3.2.High School

In high school, underachievement among students is often influenced by various factors, including academic pressure, lack of self-confidence, and ineffective study habits. To reduce the number of underachieving students in high school, it is crucial to address these underlying causes.

One effective strategy is to provide comprehensive academic support to underachieving students. This can be achieved through the implementation of tutoring programs, where qualified teachers or peer tutors can provide additional guidance and assistance to struggling students. By offering personalized academic support, underachieving students can receive the necessary help to improve their understanding of the subjects and develop effective study skills [7].

Furthermore, it is essential to promote a growth mindset among students in high school. This can be achieved through the implementation of mindset intervention programs, where students are taught to embrace challenges, persist in the face of setbacks, and believe in their ability to improve. By fostering a growth mindset, underachieving students are more likely to develop a positive attitude towards learning and strive for academic success [7].

3.3.University

In university, underachievement among students can be attributed to various factors, including academic transition challenges, lack of self-regulation skills, and limited support systems. To reduce the number of underachieving students in university, it is crucial to address these underlying causes.

One effective strategy is to provide academic and career counseling services to underachieving students. This can be achieved through the establishment of counseling centers or programs that offer personalized guidance and support to struggling students. By providing academic and career guidance, underachieving students can receive the necessary assistance to navigate the challenges of university life and make informed decisions about their academic and career paths [8].

Additionally, it is essential to promote a sense of belonging and community among students in university. This can be achieved through the implementation of mentorship programs, peer support groups, and extracurricular activities. By fostering a supportive and inclusive campus environment, underachieving students are more likely to feel connected and motivated to succeed academically [8].

In conclusion, reducing the number of underachieving students requires a comprehensive approach that addresses the underlying causes at different educational levels. In primary school, individualized support and a positive learning environment are crucial. In secondary school, comprehensive academic support and the promotion of a growth mindset are essential. In university, academic and career counseling services, as well as a sense of belonging, play a significant role. By implementing these strategies, it is possible to reduce the number of underachieving students and provide them with the necessary support to succeed academically.

4. Recommendations: Addressing the Issue of Underachieving Students from Different Perspectives

4.1. Teacher Perspective

Teachers play a crucial role in identifying and supporting underachieving students. To effectively address this issue, the following recommendations can be considered.

4.1.1 Early identification and intervention

Teachers should be trained to identify signs of underachievement in students at an early stage. This can be done through regular assessments, observations, and communication with parents. Once identified, appropriate interventions should be implemented promptly to prevent further academic decline.

4.1.2 Individualized instruction

Teachers should adopt a differentiated approach to instruction, taking into account the diverse learning needs and abilities of students. This can involve providing additional support, modifying teaching strategies, or offering alternative assignments to cater to the specific needs of underachieving students.

4.1.3 Positive reinforcement and encouragement

Teachers should provide regular feedback and praise to underachieving students to boost their self-esteem and motivation. Recognizing their efforts and progress, even in small increments, can help build their confidence and foster a positive learning environment.

4.1.4 Collaborative efforts

Teachers should collaborate with other professionals, such as school counselors or special education teachers, to develop comprehensive support plans for underachieving students. This can involve regular meetings to discuss progress, share strategies, and coordinate interventions to ensure a holistic approach to student support.

4.1.5 Professional development

Teachers should engage in continuous professional development to enhance their knowledge and skills in addressing the needs of underachieving students [9]. This can include attending workshops, conferences, or participating in online courses focused on effective instructional strategies and interventions for struggling learners.

4.2. Student Perspective

4.2.1 Self-reflection and goal setting

Underachieving students should engage in self-reflection to identify their strengths, weaknesses, and areas for improvement. Underachieving students also have a role to play in overcoming their academic challenges. The following recommendations can be considered from a student perspective: Setting realistic and achievable goals can provide them with a sense of direction and motivation to work towards academic success.

4.2.2 Time management and organization

Developing effective time management and organizational skills is crucial for underachieving students. They should learn to prioritize tasks, create study schedules, and utilize tools such as planners or digital apps to stay organized and manage their workload effectively.

4.2.3 Seeking help and support

Underachieving students should not hesitate to seek help and support from teachers, peers, or school counselors. Asking questions, participating in class discussions, and utilizing available

resources can enhance their understanding of the subject matter and improve their academic performance.

4.2.4 Developing study strategies

Underachieving students should explore and experiment with different study strategies to find what works best for them. This can include techniques such as active reading, summarizing information, creating flashcards, or practicing past exam papers to enhance their comprehension and retention of knowledge.

4.2.5 Building a supportive network

Underachieving students should surround themselves with a supportive network of friends, family, and mentors who can provide encouragement, guidance, and accountability [10]. Having individuals who believe in their potential and provide emotional support can significantly impact their motivation and perseverance.

In conclusion, addressing the issue of underachieving students requires a multi-faceted approach that involves the collaboration of teachers, students, and other stakeholders. By implementing the recommendations from both the teacher and student perspectives, it is possible to create a supportive and inclusive learning environment that fosters the academic success of underachieving students. With concerted efforts and targeted interventions, the biases and misconceptions surrounding underachieving students can be reduced, and their academic outcomes can be improved.

5. Conclusion

In conclusion, the research on Chinese students with learning difficulties has shed light on the causes and potential solutions for this issue. The significance of this research lies in the potential to reduce the bias and number of students facing learning difficulties, ultimately improving their educational outcomes and overall well-being.

The analysis of the causes of learning difficulties among Chinese students at different educational levels revealed several key factors. In primary school, factors such as inadequate foundational knowledge and ineffective teaching methods were found to contribute to learning difficulties. In high school, the challenges were more complex, including factors such as academic pressure, lack of motivation, and poor study habits. At the university level, the causes of learning difficulties were found to be related to factors such as inadequate academic preparation, lack of self-regulation skills, and difficulties in adapting to the new learning environment.

To address the issue of learning difficulties among Chinese students, interventions and strategies were proposed for each educational level. In primary schools, it is crucial to provide targeted support and remedial programs to address students' specific learning needs. In high schools, enhancing students' self-efficacy and providing guidance on effective study skills can help them overcome learning difficulties. At the university level, a comprehensive approach that includes goal-oriented management principles and individualized support can facilitate the transformation of students with learning difficulties.

From the perspective of teachers, it is essential to adopt inclusive teaching practices, provide differentiated instruction, and offer additional support to students with learning difficulties. On the other hand, students themselves can take proactive steps to overcome learning difficulties by developing a growth mindset, seeking help when needed, and adopting effective learning strategies.

In conclusion, addressing the issue of learning difficulties among Chinese students requires a multi-faceted approach involving various stakeholders, including teachers, students, and educational institutions. By implementing targeted interventions and strategies, it is possible to reduce the number of students facing learning difficulties and improve their educational outcomes. However, further research and collaboration among researchers, educators, and policymakers are needed to develop more comprehensive and effective approaches to support students with learning difficulties in China.

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