

# *Analysis of the Influencing Factors of 12-18 Chinese Adolescents' Learning Weariness*

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**Abstract:** This paper analyzes the causes of Chinese adolescents' learning-weariness. Through consulting and summarizing a large number of previous studies, including the study of the causes and effects of learning-weariness. The influencing factors of adolescents' learning-weariness come from many aspects. Some studies analyze the reasons from policy, and some studies analyze the influence on adolescents themselves. This paper has been classified and summarized. The conclusion is: the causes include social factors such as the One-child policy and the conflict between teachers and students, and adolescents' individual factors such as rebellious during puberty, learning motivation unknown, strong sense of inferiority, poor self-control and low learning ability. Finally obtain the corresponding solutions or mitigation plans.

**Keywords:** Adolescents, Learning-weariness, Influencing factors, Analysis

## 1. Introduction

The phenomenon of adolescents' learning weariness has become a serious educational problem facing society today. Learning weariness refers to the students' loss of interest in school learning life, boredom, apathy and other negative psychological attitudes and their bad behavior. If adolescents lost interest in all subjects and are unwilling to continue learning, and hate to learn at least four subjects; Totally passive learning, just waiting for a diploma; Or not studying hard leads to underachievement and not mind, they can be considered to have developed learning-weariness.

In 2005, CPPCC members proposed a "weariness rate" to be included in Beijing's teaching quality evaluation system for elementary and secondary schools. At that time, the rate of learning weariness in Beijing reached 30% or higher. Between 2008 and 2018, 176 research articles were published on the topic of "learning weariness' among adolescents. By 2019, a survey of high school students showed that 85% of them had mild school weariness, while 11% had severe school weariness. A large-scale survey on student learning and development conducted by the China Youth and Children Research Center and the Education Department of Beijing Normal University shows that only 10.7% and 4.3% of middle and high school students go to school because they like learning. These data are calling for social attention to adolescents' learning weariness.

The problem of adolescents' learning-weariness has become a problem of the general concern in society. A large number of documents have studied the impact of adolescents' learning-weariness

and some possible influencing factors that cause it, but there is a lack of comprehensive and summarized cause analysis and systematic solutions for these causes.

By classifying and summarizing a large number of previous reviews, this paper studies and analyzes the causes of Chinese adolescents' learning-weariness, including social factors and adolescents' individual factors, and obtains the corresponding solutions or mitigation plans.

Adolescents' lack of motivation to learn, learning interest decline, hate learning and classroom, resulting in a variety of bad behavior, not only affect the development of adolescents themselves, strong learning weariness may also lead to family discord, at the same time, the development of adolescents directly related to the development of society. This paper analyzes the causes of adolescents' learning-weariness, and puts forward some methods to solve or alleviate it, which is of great significance to solving the negative effects of adolescents' learning-weariness.

## 2. Literature Review

Adolescents' learning weariness is not innate. It's generated by the conflict between external stimuli and student's psychological status. China's adolescents are living in a socialist transition period and under intense competition. Especially influenced by exam-oriented education, students' course load and parents' high expectations often lead to students' psychological weariness [2]. Learning weariness is a common phenomenon in school education. Rigid teaching progress, heavy course load, distorted teacher image, one-sided teaching evaluation and difficult teaching content are the [3].

### 2.1. One-Child Policy (OCP)

In 1979, China implemented the OCP to stifle the burden of the massive demographic growth cast on the future economic development and quality of living conditions. The government set the target total population to about 1.4 billion for the year 2010 and to significantly reduce the natural increase rate.

OCP changed parents' mentality mainly manifested in three aspects: the tension, the uniqueness and the whole [4].

The only child in school has high sensitivity, high sophistication, low anxiety and high experimental. Some studies have pointed out that the family environment has caused the only child's psychological deviant behavior. The main problems of the only-child family lie in the miniaturization and fragmentation of the family structure, the simplification and utilitarianism of the family relationship, and the one-sided concept of family education [5]. Some people made a specific study on the only child family structure, pointing out that the only child family type is given priority to by nuclear family, family size tends to be small, the proportion of intergenerational households has increased, single parent families are increasing. These problems have led to a lot of only children's psychological disorders [6].

Erroneous family education: Parents of only children usually dote on their children. The problems of the parent-child relationship of the only child in middle school are the parents dote on the child, have high expectations, over-protection, interference and pampering[7].On the concept of exam-oriented education mislead, too much love, too strict, too high expectations; The educational content has the tendency of single knowledge; There are "pampering", "despotism" and "laissez-faire" in the way of education, resulting in the "three impotence" of the only child: heartless, incompetent and irresponsible [8].

### 2.2. The Conflict between Teachers and Students

Using the learned helplessness theory (Seligman) analysis of the relationship between teachers and

students finds the deterioration of the teacher-student relationship has a significant influence on learning weariness. Students can only be helpless under the relationship to live in such a burst when the relations get worse. Adolescents are in the stage of puberty. This time is a semi-mature and semi-childish transition period, teenagers are likely to use a more intense reaction to treat and generate learning weariness [9].

In the past, parents often took the initiative to cooperate with teachers and schools to educate students when conflicts occurred, and schools also regard communication and cooperation with parents as a long-term mechanism for teaching. At present, the conflict between teachers and students appears a new trend that parents cooperating with students to resist teachers, and parents increasingly doubt the ability of teachers and schools. The OCP has weakened the family's multi-level management of children. There is no competition, no supervision, and many grandparents prevent parents from educating their children properly. Some parents are busy with their work and neglect their children's education, so they find their children's psychological or behavioral abnormalities and feel guilty. They always treat their children with a "tolerant attitude". Some parents have a strong consciousness of rights safeguarding, misunderstand the teacher's education to students, not allow their child to get any grievance, otherwise to the school trouble, and even go to the school claim for compensation. Schools often make a concession, which makes these students nothing to fear [10]. These will lead to students' willful, negative, extreme, rebellious, self-abandonment and other bad mentality, and intensify the conflicts between teachers and students, aggravating the learning weariness.

### **2.3. Rebellious During Puberty**

The world health organization defines the stage from 10 to 20 years old as puberty, which is the main stage from 11 to 17 years old in China. According to the characteristics of human development, adolescence can be divided into the early stage of youth and the late stage of youth. the adolescent gonads gradually mature and secrete sex hormones, leading to the secretion of dopamine easily maladjusted, thus making people easy to produce impulsive emotions, affecting their psychological state, vulnerability, sensitivity, inferiority, anxiety and other emotions.

The arrival of adolescence means that adolescents gradually independent self-knowledge, vulnerable, sensitive, inferior, anxious, and other emotions. Adolescents become more anxious to break free from the protective barriers of childhood parents and become more psychologically self-centered. In addition, teenagers' immaturity in self-behavior control will lead to a prolonged period of rebellion [11].

If not correctly guided the psychology and behavior of the rebellious period, it will lead to the pathological character of teenagers, such as paranoia, apathetic, unsociable and social confrontation, and will shake the faith of teenagers, so that teenagers will decline, passive learning, life flagging [24].

## **3. Social Environmental Factors**

### **3.1. One-child Policy**

From the perspective of government policy, OCP has changed the traditional Chinese family structure. The only child's traits and parents' high expectations affect the generation of learning weariness.

The only child is slightly lower in emotional stability, and many only children today show obvious cowardice and vulnerability in their growth. Only children have lower self-control, courage and durability. Excessive dependence on parents and family is a common problem for only children, which is mainly caused by excessive parental control. As a basic element of family structure, the

only child is strongly manifested as indispensable. This objective fact determines the special status of the only child in the family and the special emotional experience between parents and children. Cui uses a stratified cluster sampling survey and SPSS to analyze the results and draw conclusions that The only child's labor habits, self-care ability and personal hygiene habits are obviously inferior to the non-only child, indicating that the only child's ability to do their own work and self-service has not been due to the training. This is the inevitable result of over-controlling parents who devote all their love to their children. Under the one-child policy, many parents have overburdened their children with strict demands and unrealistic goals, leading to learning weariness.

### **3.2. The Conflict between Teachers and Students**

From the perspective of social relations, with the further teaching reform, the contradiction between teachers and students tends to intensify, and the conflict will intensify students' learning weariness.

The overall trend in classroom research shows that the focus is gradually shifting. From focusing only on teaching and knowledge to focusing on deeper issues such as people and the relationship between people. Moreover, these studies have paid attention to the relationship between classroom and life, culture, psychology, and even interests from different aspects, and have also begun to pay attention to the interaction between people and the classroom. Teacher-student conflict is a kind of human-centered conflict, and also a kind of social conflict. The root cause is the asymmetry of rights and the difference in roles. With the development of The Times especially the launch of the OCP, children get omni-directional and multi-angle attention and pet at home, and they can feel uncomfortable in a school where teachers don't pay enough attention or are too strict. Moreover, because they are "only children", parents tend to be more partial to their children and blame the teachers and schools. This kind of parental reaction will make students feel that their behavior against teachers is right, so they will have conflicts with teachers and schools more unscrupulously. The contradiction between parents and teachers will eventually lead to the intensification of the contradiction between teachers and students. The impact of the teacher-student contradiction on students' learning weariness is increasing layer by layer. When the degree is light, it may only make students dissatisfied with the task assigned by that teacher who conflicts with him, and then may hate the subject taught by the teacher, and may eventually rise to the weariness of all subjects and learning.

## **4. Adolescents' Individual Factors**

Adolescents' individual factors also include many aspects.

### **4.1. Rebellious During Puberty**

12-18 as a special age makes adolescents vulnerable to be rebellious. The psychological traits of rebellious period during puberty are also the causes of adolescents' learning weariness.

Adolescents in the rebellious period have an increasing sense of independence and self-awareness. They are eager to get rid of the guardianship of adults, including parents and teachers. They can't wait to think of themselves as adults. In order to highlight their independence, they tend to be critical of almost everything. According to the survey, today's adolescents are in a more complex environment and have more special policies than in earlier years, so their rebellious period is also 1-2 years earlier. They have the following characteristics:

1. Age characteristics--about 14 years old is the peak age of adolescent rebellious behavior.
2. Gender characteristics--among students with rebellious character, boys are more than girls.
3. Educational characteristics--students with poor academic performance are more rebellious than those with good academic performance.

4. Incentive characteristics--mainly manifested in the fierce confrontation between parents and children or between teachers and students.

5. Behavior characteristics--most rebellious teenagers do not care about the consequences of their behavior, and do some very extreme things, such as staying in Internet cafes for a long time, begging, gambling, and even taking illegal criminal activities.

When adolescents appear the above characteristics, that is, into the rebellious period, will have strong resistance to learning, because they tend to classify learning as parents and teachers. They need timely and correct guidance.

Rebellious period's psychological traits have many overlaps with learning weariness'. The objective existence of puberty makes the rebellious period reasonable, and the existence of the rebellious period easily leads to the generation of learning weariness.

#### **4.2. Learning Motivation is Unknown**

Learning motivation is the internal motivation to stimulate and maintain learning activities. Some researchers have investigated the learning motivation of underachievers. The results show that 38.9% of underachievers answered "nothing to do without going to school", and 18.9% of underachievers answered "because it's not fun at home", "in order not to be criticized by teachers and parents", "in order to pass the exam", etc. it can be seen that some students' learning motivation is very weak, and they are even more confused when they understand some people who have made a lot of money without learning. Naturally, they lose interest in learning and become weary of learning.

#### **4.3. Strong Sense of Inferiority**

Some students often encounter difficulties and failures in the process of learning, even the contempt from teachers and classmates, as well as the beating and scolding of parents, resulting in the formation of bad and negative self-evaluation, thinking that they are incompetent, loser and have no future, so they are violent and abandon themselves, give up their pursuit and enthusiasm for learning, and lead to learning weariness.

#### **4.4. Poor Self-control**

Self-control is the ability to control oneself. Some students tend to be impatient, wavering, and shrinking in the face of difficulties due to their weak willpower, wide-ranging but not single-minded interests, poor stability of attention, and lack of self-consciousness and permanence in learning. They are often tempted by other things, and lose interest in learning, resulting in learning weariness.

#### **4.5. Low Learning Ability**

Adolescents' learning ability will also affect their enthusiasm for learning. Some students cannot find suitable learning methods, learning makes them feel stressed, in the long run, and students naturally develop learning weariness. In the process of learning in school, some adolescents have difficulty in learning. In addition, other students in the class or grade are better than them, that is, the underachievers, who are unable to accept the fact that they have worked hard but still have poor results. They doubt themselves and give up learning slowly, resulting in learning weariness.

### **5. Discussion**

Based on the above analysis, the learning weariness may be alleviated from the following aspects.

On the macro level, the government should give correct guidance to family education and school

education, assume social responsibilities and optimize the social cultural environment. In view of the impact of the one-child policy, government can put the only child in the collective and guide school and family education to correctly cultivate the only child, such as focusing on cultivating self-care ability and reducing dependence on the family. In view of the conflict between teachers and students, we can strengthen the correct guidance of public opinion, correct the social atmosphere, give play to the social publicity function of television, film, literature and art, and promote a healthy and progressive culture with educational significance for adolescents.

On the micro-level, schools should renew educational concepts, improve educational objectives, and strengthen students' mental health education. Middle school students are at a stage of transition from childhood to youth. They are at a stage of semi-mature, semi-naive, semi-sensible and semi-ignorant. Therefore, they have the characteristics of half children and half adults. During this period, students' learning burden is too heavy, resulting in too much pressure. In particular, students with poor academic performance are difficult to meet the requirements of parents and teachers. The tension between parents and children, teachers and students are often caused by learning problems, while more students show resistance because they can't bear too much pressure, which will produce various contradictory psychology. Therefore, psychological health counseling is very necessary to make them successfully and safely spend their adolescence, and turn this period into the best period for learning. To achieve equality between teachers and students, both teachers and students should be respected.

Strengthen home-school contact to ease the contradictions between teachers and students. Schools and teachers should often contact parents through parents' meetings, telephone calls, letters and other means to exchange views, help parents update their educational concepts, overcome the mentality of excessive doting or demanding or laissez faire, so that parents can determine phased expectations that are in line with children's actual conditions according to their children's learning, psychological characteristics and personality traits, and constantly improve their educational methods. Teachers and parents should have a comprehensive understanding of students, cooperate organically, form a joint force, carry out targeted education, and create a relaxed, hopeful and progressive learning environment for students.

Besides, school education through fun is also a good way to relieve learning weariness. Schools should change the traditional "exam-oriented education" mode and reform the teaching contents and methods. Teachers should choose flexible and effective teaching methods that are in line with students' psychological characteristics according to the content of teaching materials, students' knowledge level and psychological characteristics, so as to cultivate students' interest in learning and stimulate students' thirst for knowledge. According to the differences in students' intelligence and knowledge level, family environment, personality characteristics and other aspects, it is necessary to classify guidance and classification requirements, and teach students in accordance with their aptitude, so that each student can make progress in his "nearest Development Zone". Every student, especially the underachievers, should be properly encouraged to make progress, so that they can find a new starting point for their own progress. Every student has the potential to develop, but the performance fields are different. Take promoting development as the ultimate concern, treat each student from different perspectives and levels, promote the formation and development of personality quality, and promote the transfer of excellent quality in one field to other fields. At the same time, improve teachers' self-cultivation, improve the art of "teaching", combine teaching with fun, and avoid students' growing weariness of learning.

Parents should pay more attention to cultivating their children's independence and not be too strict or spoil them. At the same time, parents should strengthen communication with teenagers, find their weariness tendency and take timely action to curb it.

## 6. Conclusion

Preceding part of the text analyzes the causes of Chinese adolescents' learning-weariness. Through consulting and summarizing a large number of previous studies, including the study of the causes and effects of learning-weariness. The influencing factors of adolescents' learning-weariness come from many aspects. This paper has been classified and summarized. The conclusion is: the causes include social factors such as the One-child policy and the conflict between teachers and students, and adolescents' individual factors such as rebellious during puberty, learning motivation unknown, strong sense of inferiority, poor self-control and low learning ability. Finally obtain the corresponding solutions or mitigation plans.

This paper analyzes the causes of adolescents' learning-weariness, and puts forward some methods to solve or alleviate it, which is of great significance to solving the negative effects of adolescents' learning-weariness, and conducive to the personal development of young people, family harmony and social development.

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