

Research on the Psychological Defects of Primary and Middle School Students in Rural Areas

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Abstract: In recent years, China has experienced rapid economic development, but the problem of the uneven distribution of educational resources between urban and rural areas has also emerged. This problem has caused the educational gap and cognitive ability gap between rural children and urban children to gradually become larger, and rural children may even develop psychological problems such as low self-esteem and anxiety. Therefore, the focus of this paper is to study the psychological deficiencies of rural primary and secondary school students due to the unequal distribution of educational resources and the lack of family education. Through literature reading and analysis, this paper draws the following conclusions: the inequality of educational resources and the lack of family education can easily lead to psychological disorders such as low self-esteem, anxiety, and withdrawn personalities in rural primary and secondary school students.

Keywords: inequality in educational resources, lack of family education, psychological deficiencies of primary and secondary school students, low self-esteem, discrimination

1. Introduction

In this context of rapid economic development, cities are attracting a large number of rural laborers, so there is a lack of education for the next generation. In rural areas, the diagnosed rate of psychological disorders among primary and secondary school children is increasing, and data show that the average anxiety score of rural children is 6.4 with a standard deviation of 4.6. 74.3% of rural children have mild anxiety or less, 25.7% have moderate anxiety or more, and 25.2% have depressive tendencies [1]. This research attempts to study some causes of psychological problems among rural primary and secondary school children and their specific manifestations. Can inequality in educational resources lead to the development of psychological deficits in primary and secondary school students? What are the specific manifestations? This study reveals some rural educational resource inequalities that lead to the emergence of unhealthy psychological conditions in primary and secondary school students, and provides some references for future educational reforms.

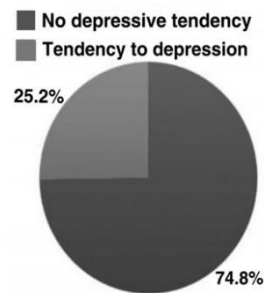


Figure 1: Percentage of depression detection in rural children.

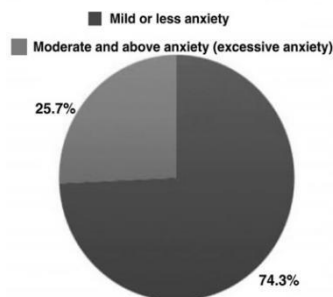


Figure 2: Percentage of the number of rural children with anxiety levels.

2. Causes of Psychological Defects

2.1. Inequality in Educational Resources

Since the country's reform and opening up, economic development in China has varied by region. China has experienced the transition from a planned economy to a market economy. And, as a result of unequal economic development and the unequal importance of education, there is an unequal distribution of educational resources throughout the country, particularly a significant disparity in educational resources between urban and rural areas. Unequal distribution of educational resources will lead to serious polarization, students with good grades will only get better and better, and students with poor success will get worse and worse. These are very detrimental to the healthy growth of young people in rural areas, and rural primary and secondary school students will slowly become inferior, feeling that they do not deserve to go to school, not seeing their own advantages, and even feeling that they are inferior to others in every way [2].

Since primary and secondary school students are not yet mature, they are in a relatively innocent and naive period, and their perception of society has no clear direction, so they are easily brainwashed by incorrect ideas and go astray. Compared with urban primary and secondary schools, where teachers are better qualified, rural children receive relatively few teachers, which leads to deviations in the level of education of teachers. Due to the backwardness of the rural economy, the hardware facilities are far inferior to those in the cities, the teaching methods are not innovative, and there is a large gap between urban and rural teachers. These have seriously affected the educational equity and teaching quality of rural primary and secondary schools. At the same time, rural residents do not pay enough attention to education and lack the right attitude toward education, which will cause them to lack motivation and self-confidence to learn, and have no opportunity to learn to overcome difficulties. Many primary and secondary school students in urban and rural areas believe that everything in the city is out of reach, that they are unfamiliar with the city, and that they are afraid to contact them.

2.2. Absence of Family Education

In order to improve the living condition of their families, most of the parents in rural areas go out to work in the city, so their children are left to the care of their grandparents. The grandparents of the children have no awareness of this aspect of education, and they think that it is enough for the children to eat and drink, and they do not have too much control over their education [3]. Primary and secondary school students are in their adolescence, which is a relatively sensitive period, and will inevitably have growing troubles, but because their parents are always working, children in rural families lack a lot of parental care and attention. Parents do not have time to establish correct moral values or leave a channel where they can talk about their worries, so a series of problems arise in their values, which have a very negative impact on their growth and psychology [4]. The survey showed that 43.91% of the completely left-behind children live with their grandparents and 21.36% of them live with their siblings. In terms of the relative proportion of left-behind children in this age group, the highest percentage of children in grades 1 to 3 was 44.05%, followed by grades 4 to 6 with 40.26%, and the lowest in grades 7 to 9 with 37.96% [5]. In general, primary and secondary school students are currently the ones who need the most to grow up with their parents, and having a happy childhood is a very important factor for their later growth.

3. The Reflections of Mental Defects

3.1. Low Self-esteem and Anxiety

Most primary and secondary school students in rural areas are more prone to low self-esteem. Low self-esteem is a kind of disconfirmation of themselves and dissatisfaction with their own ability. Moreover, they feel that they do not deserve the respect of others. If they have excessively low self-esteem, frequently engage in self-denial and self-depreciation of themselves, and also deny their ability to solve problems, they will stop when they encounter problems; they will be easily agitated and anxious, and may even be depressed. Due to long-term low self-esteem, they lack motivation and are not as energetic as children in the city, they are silent when communicating with others, and they are cautious and afraid of making mistakes when doing things [6].

3.2. Isolated and Withdrawn

If rural primary and secondary school students have the opportunity to go to school in the city, some of them may think they come from a poor family. Due to the constraints of economic conditions and different educational attitudes, the educational methods of rural parents are very different from those of urban parents. For parents in urban and rural areas, the education style is more rude and does not serve as a role model. Over time, children's thinking is also greatly affected. They will think that being of rural origin is shabby and will be looked down upon by others, and when compared with urban children, their emotions will be greatly affected. Not only that, children in the city may reject the children in the country because of this. This will also lead to the character of rural children gradually becoming withdrawn and unwilling to approach strangers [7].

4. Conclusion

In conclusion, this paper has studied the causes as well as manifestations of psychological deficiencies in primary and secondary school students in rural areas, and the following conclusions can be drawn: this paper studies the causes and manifestations of the psychological deficiencies of primary and secondary school students in rural areas, and the following conclusions can be drawn: the uneven distribution of educational resources can lead to a scarcity of teaching resources in rural areas; the

hardware facilities in rural areas are far inferior to those in cities due to the economic backwardness; rural parents work outside all the time and neglect their children's feelings, so that a series of problems arise in their values. These factors can lead to low self-esteem, anxiety, and even depression, and they are likely to be discriminated and isolated in interpersonal communication.

However, this paper only studies the problem of educational inequality and its resulting manifestations in rural areas of this country, China, and the sample data are still insufficient. It is hoped that a larger range of data will be available in the future to provide a more accurate study.

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