



# Study on the Situation, Prevention and Strategy of Learning Anxiety in Primary School Students

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**Abstract.** Learning anxiety refers to the inability to carry out normal learning due to excessive restlessness, fear and fear of anxiety. Through the questionnaire survey of the students in Sanming Central Primary School, it is found that the main reasons for students' learning anxiety are students' excessive concern about grades, teachers' lack of understanding of students, the influence of exam-oriented education on students, and the bad family environment. Accordingly, this paper puts forward the corresponding measures such as guiding students to be correctly attributed, strengthening the communication between teachers and students, creating a good learning atmosphere in school, and building a family friendship environment, hoping to effectively alleviate students' learning anxiety and improve students' mental health level.

**Keywords:** Learning anxiety · Stress · Mental health

## 1 Introduction

In recent years, “reducing the burden” on primary and middle school students has always been the focus of attention of the society and various education departments. While the rapid development of science and technology brings people a better life, great pressure from all aspects also comes one after another. In the environment of fierce competition, there is such a special group of -primary school students, heavy learning tasks, learning pressure and so on to their physical and mental growth has caused a negative impact, learning anxiety is a more prominent point. Learning anxiety refers to the inability to carry out normal learning due to excessive restlessness, fear, fear of anxiety [1].

In an article titled “2018 Survey Report on the burden Reduction of Primary and Secondary School Students” published by the Sino-British Smart Education website, the issue of “reducing the burden reduction” of primary and secondary school students has always been the focus of the whole society. Although the central government issued the “burden reduction order” again and again, the pressure of students is still one after another. According to 2017 data from the China Institute of Education Finance at Peking

University, primary and middle school students spend an average of 5.4 h on extracurricular tutoring every week, with the longest time taking more than seven hours. Due to the heavy burden of study, primary school students' sleep situation is not optimistic. In the same report, only 23.99% of primary school students slept more than 8 h on average. Sixty-two percent of the students signed up for after-school classes, leaving almost little of their spare time left [2].

Primary school students are in the basic period of physical and mental health development, and the excessive pressure in all aspects may leave a psychological shadow on the children, which may have a negative impact on their future learning, growth, and even their adult life. The extension of learning anxiety may trigger other aspects of anxiety. Therefore, to alleviate students' learning anxiety, improve students' mental health and promote students' all-round growth is what the majority of educators need to do, but also urgent to do. This study through the Sanming central primary school 3 to 6 grade students sampling survey, analyzes the results of the survey, to roughly understand the pupils anxiety learning status and possible problems, put forward some countermeasures to alleviate learning anxiety, to improve the level of students' mental health level, reduce the students' learning pressure, promote the development of students' personality and comprehensive provide certain factual basis.

## **2 Method**

### **2.1 Research Sample**

The research subjects in this paper are students from grade 3 to grade 6 of Sanming Central Primary School, with a total of 143 samples drawn.

### **2.2 Research Tools**

#### **2.2.1 Questionnaire Survey Method**

In order to objectively understand the causing factors of students' learning anxiety, this paper adopts the method of questionnaire survey to collect the relevant data needed by the article. After setting the questions reasonably, we will issue questionnaires to the research subjects and collect the relevant data for statistical analysis.

The questionnaire in this paper is based on the east China normal university psychology department of Zhou Bucheng "uneasy tendency diagnosis test" revision and into the mental health diagnosis test (MHT) extraction adapted, the original scale contains learning anxiety, anxiety, loneliness tendency of eight content, 100 items, this study extracted 15 items of learning anxiety, because considering the single-parent family to the influence of student learning anxiety, in the questionnaire finally added a "do you only with dad or mom one side life?" The answer to the test question is composed of "yes" and "no", students according to their own real situation, "or" "after the question," for "yes", for "no", according to the students' questionnaire, statistics, who hit "1 point," "0 points." After the end of the answer, the score statistics will be made. Those whose questionnaire score reaches above 10 points (including 10 points) are afraid of the exam and cannot study at ease. The questionnaire score below 3 points (including 3 points) is able to study happily, have low learning anxiety, and can treat the test score correctly [3].

### 2.2.2 Interview Method

This paper interviews some teachers and students in Sanming Central Primary School about students' learning anxiety. Through the conversation between teachers and students, we learn about some students' daily learning situation and their attitude towards learning.

## 3 Results

Statistical analysis of the survey results. On the analysis of the 131 valid questionnaires, the following Table 1 and Table 2. According to Table 1, among the 131 valid questionnaires, 55 people with scores above 10%, accounting for 41.98%. According to the analysis of the questionnaire, these 55 people tend to study anxiety and fear the exam. The majority of students have the middle score of 3–10, accounting for about 54.2%, while among them, the majority of students have 8 points and 9 points, who have a tendency to study anxiety. Only 5 people, or about 3.8%, were able to treat the exam results correctly.

According to Table 2, the number of people with anxiety tendency above 10 was 13 in third grade, 11 in fourth grade, 9 in fifth grade, 22 in sixth grade, learning anxiety was significantly higher than the other three grades, and only 2 in sixth grade. The sixth grade belongs to the graduating class, which is facing the great pressure of "entrance examination". Its own high requirements, the expectations of teachers and parents are all important reasons for learning anxiety.

In addition, the total score of each question in the questionnaire was also counted for comparison, and the number of multiple choices of each question is summarized in Fig. 1.

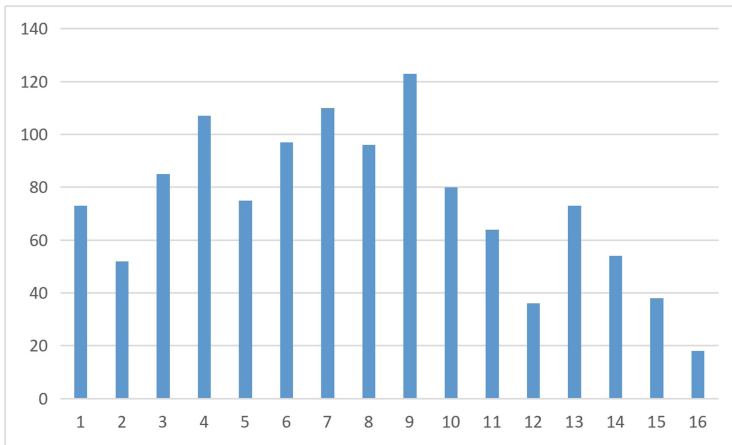
From the statistical data analysis, the fourth question "when you are not good in the exam, whether the heart feel unhappy", the seventh question "after the exam, before you

**Table 1.** Survey results of learning anxiety among students in grades 3–6 of Sanming Central Primary School

Score	More than 10 points	3–10 Points	Under 3 points
Number	55	71	5
Percentage	41.98%	54.2%	3.8%

**Table 2.** Survey results of learning anxiety among students in grade 3–grade 6 of Sanming Central Primary School

Grade	Third grade	Fourth grade	Fifth grade	Sixth grade
More than 10 points	13	11	9	22
3–10 points	18	16	14	23
Under 3 points	3	0	0	2



**Fig. 1.** Summary of the scale scores per item

do not know the results, whether always worried?”, Question 9 “Do you want to pass the exam successfully?”, The number of people choose “yes”, especially in question 9, “Do you want to pass the exam successfully?”, “Yes” there were 123 people. Students’ study in school seems to revolve around exams, ignoring the meaning of learning itself, unhappy because the exam is not good, and worried because their grades are unknown, which are also important factors causing learning anxiety.

To sum up, of the 131 students in grades 3–6, 55 have a fear of exams and can not study at ease; 71 have a tendency of learning anxiety; 5 can study happily, have low learning anxiety, and can treat the exam correctly.

## 4 Discussion

### 4.1 Cause of Primary School Students Learning Anxiety Cause Analysis

#### 4.1.1 Too Much Attention to Exam Results

From the students themselves, according to the results of the questionnaire survey, students with more than 10 points are nervous when they hear the exam, and they are not happy. Before the exam, they always worry about whether the exam can be passed smoothly, and the learning pressure is too large, and they have boredom and panic about learning. In addition, parents or teachers to high expectations for students, because the students’ grades did not reach their expected results and show the expression of disappointment or therefore punishment for students, can cause psychological shadow to children, students before the next test will worry about their grades to teachers or parents satisfied and afraid, unable to learn, have fear of learning, leading to learning anxiety.

#### **4.1.2 The Teacher's Understanding of the Students is not Consistent with the Actual Situation of the Students**

When conducting the questionnaire survey in the primary school, the moderator talked with the teacher of the class who gave out the questionnaire, and what he learned from the teacher seemed not to match the results of the questionnaire survey. For instance:

Teacher 1: the students' mind is not in the study, do not listen carefully in class, do not do the homework well, the teacher said when the wind, the exam results are always not ideal.

Teacher 2: Even if the exam results are not ideal, they will not reflect, the same mistake will still be wrong next time, not in heart.

According to the results of the questionnaire survey, among the 131 valid questionnaires that can treat the test results correctly, only 5 people had happy learning, more than 10 points, and 55 people had fear of the exam and could not study at ease. This is different from what the teacher thinks is happening.

#### **4.1.3 The Adverse Influence of Exam-Oriented Education on Students**

The operation mode of a school is also a big influencing factor. Under the background of "Chinese style education", the school takes the examination results as the main evaluation form of students, the exam-oriented education as the main operation mode of the school, and the "graduation rate" as the main way to evaluate teachers [4]. Under the pressure of "graduation rate", teachers should increase the schoolwork burden of students, and students should have to bear the schoolwork not up to their own age, which will undoubtedly increase the tendency of students' learning anxiety.

#### **4.1.4 The Impact of the Bad Family Environment on the Students**

Bad family environment has many, such as domestic violence, parents, family members drink, parents divorced, etc., because the survey condition is limited, this only for the influence of single-parent family on students learning anxiety made the investigation, so in the adaptation professor week step into the mental health diagnosis test (MHT) scale, another added a "do you only with father or mother one party life?", According to the results of the statistics as shown in Table 3.

Of the 131 valid questionnaires, 18 were from single parent households. Among them, 12 people scored more than 10 points, accounting for about 9.1%. Six people had a score of 3 to 10, or about 4.5%, while those below 3 points were 0. As can be seen from the table, the percentage of 55 people with points above 10 is 41.98%, while 12 people from single-parent families account for 9.1%. Single-parent family children compared with parental children, differences in personality, mood, according to the needs of Maslow level, their safety needs, the needs of love and belonging is difficult to meet, and these growth needs cannot be met, will become the interference factors affecting students normal learning activities, cause students weariness, fear of the exam, produce learning anxiety [5].

**Table 3.** Statistics on questionnaire scores for children from single-parent families

score	10 points <	3–10 Points	<3 points
Number of single parent families	12	6	0
percentage	9.1%	4.5%	0
overall of students	55	71	5
percentage	41.98%	54.2%	3.8%

## 4.2 Prevention and Countermeasures of Primary School Students' Learning Anxiety

### 4.2.1 Guide the Students to Carry Out Reasonable Attribution and View the Examination Results Correctly

We should do this with our children's grades. (1) Correct guidance. Help children to form a correct evaluation system, not by performance. (2) No severe punishment. Don't punish children for their poor test results, help them objectively analyze the cause and effect, and set reasonable goals. (3) Give appropriate encouragement. When the child obtains excellent results, you can give appropriate rewards, encourage the child to continue to work hard.

### 4.2.2 Teachers Strengthen Communication with Students, to Really Understand Students

Teachers should do it. (1) Treat every student equally, do not favor, do not indulge, do not hate, care for every student. (2) When students are found to have adverse reactions, they should communicate with students in time to understand the situation and help students solve problems. (3) Treat students should be more encouragement, less criticism, increase children's confidence.

### 4.2.3 Create a Good Learning Atmosphere

Schools can do the following. (1) Eliminating the traditional class score evaluation system and class score ranking, the exam is to make students aware of the shortcomings, rather than compare with each other and face up to the competition between students. (2) Do not take the "graduation rate" as the ultimate educational goal. School teaching is to let students learn knowledge, cultivate good character, to promote the healthy growth of personality.

### 4.2.4 To Build a Harmonious and Friendly Family Environment to Promote the Healthy Growth of Students

Parents should do it at home. (1) Parents should not quarrel in front of their children, let alone use violence, and should love each other. (2) When something to be solved, parents should be calm and set a good example for their children.

## 5 Conclusion

At present, the learning anxiety problem is still we need to be seriously, over the years, although the national Ministry of Education issued “burden”, the effect is always unsatisfactory, so in the future, hope that officials can strengthen the study of students learning anxiety, special measurement tool developed learning anxiety, attaches great importance to the students learning anxiety, apply research results to practice, to reduce students learning anxiety, in order to promote the students’ mental health.

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