

# Causes and Solutions to Adolescent Aversion to Learning

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## ABSTRACT

Adolescents are the builders of the nation's future and the successors of the Chinese nation's cause. Books are the ladder of human progress. However, the problem of aversion to learning among adolescents is becoming increasingly prominent. Many scholars have expressed their views on the overview, causes, and solutions to aversion to learning. This paper, by analyzing existing research findings, explores the reasons for adolescent aversion to learning and proposes a series of solutions. These measures cover the family, school, society, and individual levels, aiming to help adolescents overcome their aversion to learning and rekindle their interest in learning.

## KEYWORDS

Adolescent Aversion to Learning; Solutions; Interest in Learning.

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## 1. INTRODUCTION

Adolescents are the builders of the nation's future and the successors of the cause of socialism with Chinese characteristics. The basic quality of adolescents is directly related to the overall quality of the Chinese nation and the destiny of the country and the ethnicity. Therefore, our country places great emphasis on the development of youth work. With the introduction of quality education, our country has vigorously strengthened the important concept of promoting the healthy growth of adolescents, requiring joint efforts to promote the comprehensive development of adolescents in moral, intellectual, physical, and aesthetic qualities. The construction of healthy growth for adolescents is a systematic project that requires our continuous struggle to achieve better results. However, the problem of aversion to learning among adolescents is becoming increasingly serious, which deserves our attention. Many scholars have already focused on this issue and have put forward their own perspectives.

## 2. OVERVIEW OF ADOLESCENT AVERSION TO LEARNING

Scholars have varying definitions of “aversion to learning,” with some viewing it as a psychological state where students lose interest in school life and feel bored and irritable. Others consider aversion to learning as encompassing both psychological and behavioral aspects, where students exhibit negative attitudes and behaviors towards learning activities. Integrating these perspectives, aversion to learning can be understood as a set of negative psychological and behavioral responses to learning activities. This includes students losing interest in school learning, feeling weary and indifferent, and exhibiting clear behaviors such as skipping classes and dropping out. The academic community typically divides aversion to learning into psychological and behavioral aspects: the psychological aspect shows a lack of interest in learning, even boredom, slow thinking, and low spirits; the behavioral aspect includes inattention in class, careless homework, low learning efficiency, frequent

mistakes in exams and homework, lack of initiative, confrontational behavior, and even lying. Some scholars further categorize aversion to learning into three levels: Mild aversion to learning is usually characterized by students' disinterest in learning, resistance to learning content and related matters, inattention in class, and reluctance to complete homework, sometimes even resorting to plagiarism or perfunctory work; Moderate aversion to learning not only manifests in thoughts but also in actions, such as not paying attention in class, being late, skipping classes, violating discipline, and having poor relationships with classmates; Severe aversion to learning is evident both in thoughts and actions and may even develop into psychological issues, with children feeling extremely fearful and averse to learning, unwilling to live in a school environment, and even unable to face classmates and teachers. Students in this category may ultimately choose to drop out or take a leave of absence, which is a problem that requires our high attention.

### **3. CAUSES OF AVERSION TO LEARNING**

#### **3.1. Student-Level Reasons**

Upon examining a multitude of cases, it has been discovered that the reasons for students' aversion to learning mainly fall into three categories. The first aspect is the immense academic pressure students face, coupled with a lack of physical activity. This leaves students with no outlet for their stress, often resulting in a state of frequent despondency, which in turn leads to the development of aversion to learning. The second reason pertains to students' study habits. The inability to find study habits that suit them personally makes learning a strenuous task. Despite considerable effort, they may only achieve average results, which causes them to lose interest in learning and their intrinsic motivation to study. The lack of experiences of academic success contributes to the development of aversion to learning. The third reason is the students' weak willpower and tendency to avoid arduous learning activities. Students may perceive studying as too bitter and tiring, so that even minor issues encountered during the learning process can easily lead to retreat. When faced with significant problems, the thought of aversion to learning may arise.

#### **3.2. Family-Level Reasons**

Analysis of numerous case studies indicates that the family-related causes of student aversion to learning primarily stem from two aspects. The first aspect is the excessively high expectations and demands parents place on their children. When a student's achievements do not meet the parents' standards, the parents may employ various methods to communicate to the child that not obtaining good grades is unacceptable, thereby creating a distorted approach to family education that leads to the child's aversion to learning. The second aspect is the family's social class. Children from lower-income families may find that their parents only want them to complete high school or college education with the intention that they quickly start earning money to support the household after graduation, believing that studying is futile and that it is better to start earning sooner. This leads to a laissez-faire attitude towards the child's academic growth. As a result, the child may not have significant aspirations in learning and may also perceive studying as useless, thus developing a mentality of aversion to learning. Parents' attitudes and methods of upbringing can greatly influence the child's perspectives, leading to the emergence of aversion to learning behaviors. Sometimes, parents are also significantly to blame.

#### **3.3. School Level Causes**

Extensive case studies have indicated that the main school-related reasons leading to student disinterest in learning are concentrated in three key areas: Deviation from Humanistic Teaching Philosophy: The first reason is that some teachers deviate from a humanistic approach to education. Under the influence of exam-oriented and utilitarian education, they may force children to accept

education that goes against their natural inclinations. These teachers focus solely on imparting knowledge without considering the developmental needs of students' minds and bodies. When students encounter problems, they may resort to corporal punishment instead of recognizing the students as the main subjects of learning and neglecting the individual needs of students, which can lead to a disinterested attitude and behavior towards learning. Monotonous Teaching Methods and Inappropriate Teaching Styles: The second reason is the use of singular teaching methods and inappropriate styles. Many students become disinterested in learning due to the teacher's approach. For instance, if students are not attentive to their studies, some teachers may use physical punishment as a wake-up call. Additionally, teachers who rigidly transfer knowledge and strictly adhere to textbook content without adapting to the complexity of the material can also contribute to student disinterest. This method of teaching, which lacks flexibility and engagement, can result in students' disinterest. Excessive Educational Goals Set by Schools for Teachers: The third reason is the high educational goals set by schools for teachers. When schools raise the bar for teachers, the pressure is often passed on to students, leading to an excessive academic burden. This, in turn, can cause disinterest in learning. Currently, schools' one-sided pursuit of graduation rates and the emergence of unhealthy reward systems and competitive methods have led some teachers to adopt inhumane methods to improve student performance, causing significant harm to students' physical and mental health, and thus leading to disinterest in learning. In cases where students exhibit disinterest in learning, both schools and teachers must also take on part of the responsibility. It is crucial for educational institutions to reflect on their practices and work towards creating an environment that fosters a love for learning and supports the holistic development of students.

### **3.4. Social-Level Reasons**

Based on a multitude of cases, the school-related reasons that lead to student aversion to learning are primarily concentrated in three areas. The first reason is the deviation of teachers from the humanistic educational philosophy. Teachers force children to accept education that goes against their nature. Under the influence of current exam-oriented and utilitarian education, some teachers only focus on instilling knowledge into students without paying attention to the physical and mental development of students. When students encounter problems, these teachers resort to corporal punishment without realizing that students are the main subjects of learning, neglecting the individual needs of students, which leads to the emergence of aversion to learning psychology and behavior. The second reason is the monotonous teaching methods and inappropriate teaching styles. In various cases of student aversion to learning, many students develop this aversion due to the teacher's approach. For instance, if students are a bit careless in their studies, teachers may use corporal punishment as a means to alert the students. Some teachers rigidly impart knowledge, merely explaining the textbook content, which can be overly complex. This didactic teaching method can also lead to student aversion to learning. The third reason is the excessively high educational goals set by schools for teachers. When schools raise the educational goals for teachers, the teachers, in turn, place all the pressure on the students, resulting in an excessive academic burden that leads to aversion to learning. Currently, schools are unilaterally pursuing enrollment rates, and some unhealthy reward measures and competitive methods are continuously emerging. This leads teachers to adopt inhumane methods to improve students' grades, causing significant harm to students' physical and mental health, and thus leading to aversion to learning. For some students who exhibit aversion to learning psychology and behavior, schools and teachers also bear part of the responsibility.

## **4. MEASURES FOR RESOLUTION**

### **4.1. Family Level**

First, improve family education methods: Parents should avoid using authoritarian or permissive parenting styles and instead adopt a democratic and supportive attitude. This means giving children

a certain degree of autonomy while also setting reasonable rules and expectations. Parents should learn to listen to their children's thoughts and feelings, rather than just criticizing or commanding. Second, pay attention to children's psychological health: Parents need to be aware of changes in their children's psychology. If they notice signs of aversion to learning, they should communicate with their children in a timely manner to understand the underlying reasons. If necessary, professional psychological counseling can be sought. Third, enhance parent-child relationships: Strengthen the emotional bond with children by participating in activities, games, or other family activities together. Parents should spend as much time as possible accompanying their children, sharing each other's feelings and experiences, which helps to establish a foundation of trust and support.

#### **4.2. Student Level**

First, stimulate interest in learning: Teachers and parents can inspire students' interest in learning by introducing engaging study materials and activities. For example, using multimedia technology, field trips, and project-based learning can make the learning process more vivid and interesting. Second, cultivate study habits: Help students develop good study habits, such as regular review, reasonable arrangement of study time, and setting short-term and long-term learning goals. This helps students better manage their learning process. Third, enhance self-efficacy: Strengthen students' sense of self-efficacy by setting achievable small goals and celebrating every little progress. Parents and teachers can encourage students through positive feedback, helping them recognize the value of their efforts.

#### **4.3. School Level**

First, reform teaching methods: Teachers should adopt a variety of teaching methods, such as cooperative learning in groups, inquiry-based learning, etc., to meet the learning needs of different students. At the same time, teachers should pay more attention to students' emotional experiences and personalized needs. Second, reduce the burden of study: Schools and teachers should plan the curriculum content and amount of homework reasonably to avoid excessive study burdens for students. Third, strengthen teacher-student communication: Teachers should actively communicate with students, understand their learning and life situations. Regularly hold class meetings or individual talks to help students solve problems and provide necessary support and guidance.

#### **4.4. Social Level**

First, optimize the social environment: All sectors of society should work together to create a good environment conducive to the growth of adolescents. This includes combating online harmful information, purifying media content, etc. Second, disseminate positive values: Spread positive values through various channels (such as social media, public advertisements, etc.), such as diligence, honesty, and a sense of responsibility, to inspire adolescents to be positive and upward. Third, provide professional psychological counseling: Governments and non-profit organizations should establish more youth psychological counseling centers to provide timely and effective psychological counseling services for students in need. At the same time, raise public awareness of mental health and reduce the stigmatization of psychological diseases.

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