

Perspectives on Academic Backwardness of Boys in Rural Elementary School

Qiang Lan, Hongji Jiang, Dawen Liang

Guangxi Science & Technology Normal University, Guangxi Laibin 546199

Abstract: Rural revitalization and modernization require a large pool of talents, especially the participation of outstanding males, while the phenomenon of boys in rural elementary school lagging behind academically and having difficulties at the starting line is more obvious, forming a backwardness and defacto inequality in education in primary education and subsequent stages of education, which will inevitably affect the stability and healthy development of society in the future. In order to better enable boys to build up their confidence, give full play to their strengths, guide them to correct values and aesthetics, and realize the balanced development of men and women. Based on previous studies, we analyze the situation of boys' academic backwardness, grasp and clarify the reasons for backwardness, start from the boys' personal, other people's and environment aspects, think about the problems with psychology and pedagogy, focus on the school education perspective to put forward the solution ideas, start from the boys' academic backwardness phenomenon, raise the boys' awareness of their own progress, and ultimately form a male and female common progress, and promote the better and more rapid development of rural elementary school. The final result is that both sexes will make progress together and promote the better and faster development of rural primary schools.

Keywords: academic backwardness, boys, rural elementary school

Introduction

Since the end of the twentieth century, foreign countries have begun to pay attention to the backwardness of boys' learning, and books discussing boys' education have appeared on the market, such as *The Real Boys*, written by the American scholar Pollack, which found that, although there is no lack of a small number of boys who excel in their studies, the phenomenon of girls being ahead of boys is more common, and is also found in the higher education level. Boys' academic difficulties are not confined to towns or villages and are not unique to China. Particularly in rural areas, elementary school is the starting point for children's lives. Traditional attitudes generally regard girls as a vulnerable group, while male adults today carry heavy burdens in the family, with high economic pressures, and male anxiety has developed. At the same time, outside of schooling, boys have become less able to perform in terms of physical fitness, physical ability, psychological endurance and social status, and are gradually being overtaken by girls. Around 2010, people began to talk more about the "boys' crisis" or boys' academic disadvantage as a result of academic backwardness. After the liberalization of the birth of two or three children, people's willingness to have children has not increased significantly. According to a survey conducted by the Wen Wei Po News Agency in 2020, more respondents were willing to give birth to a girl, suggesting that the old idea of "passing on the family name to the next generation" is fading. This, coupled with the seriousness of the current "inward spiral" in education, may result in our country being placed at a disadvantage in international competition^[1].

Biologically, boys generally mature one or two years later than girls, and elementary school is the common starting line for their lives; the academic disadvantage of boys will lead to lagging behind at higher stages of schooling in the future. The revitalization of villages depends on the joint efforts of both sexes, and poor teaching conditions in villages and the academic disadvantage of boys will affect high-quality development.

1. Current situation of academic backwardness of boys in rural F elementary school

1.1 Boys lagging behind girls in examination results

A survey of a sample of final examination papers from first- and second-grade pupils in Primary School F found that boys lagged significantly behind girls in terms of overall performance, with average scores several points lower than those of girls, and that, in terms of subjects, boys lagged more significantly behind in language subjects; boys themselves lagged behind girls in the area of speech, and thus boys did not have an advantage in the language subjects, which were generally lagging behind. The subject of mathematics is slightly better, with similar levels, or rather the traditional advantage of boys in mathematics is not significant.

The following is a partial transcript of the author’s interview with the first grade classroom teacher-cum-teacher:

Mr. Li: girls love to learn more, obedient and serious, every test is the class of female students lead, and then look at the male students, as if they never grow up, fighting, homework often do not remember to write what I know and taught the class at the bottom of the test scores are boys.

1.2 Boys do not perform as well as girls

The students’ usual performance includes classroom performance, serving as class officers, and so on. Boys listen less attentively to class, participate in teacher-student interactions, and raise their hands to answer questions significantly less often than girls. Boys’ behavior in the classroom was generally higher than that of girls. According to a personal survey conducted by a second-grade teacher at the school, the following statistics on the number of behaviors were obtained from classroom observations and records of classroom cadres for one semester:

gestion distinguishing between the sexes	one's mind is wanderi ng	make small talk	pass a message	insert a minor item in a bigger work	gimmic k	improper sitting position	read comics	snack
boys	57	37	8	19	68	15	3	7
lass	60	9	1	0	29	3	0	2

Although girls also dawdle and wander, overall boys misbehave significantly more than girls, are severely distracted, and just don’t learn well enough. The following are excerpts from interviews with second graders:

A boy: many of the class as a class officer is a girl, they raise their hands to answer the question is quite powerful, the teacher often praise them, I'm not good at learning, can’t be a class officer, and I can’t sit in the class, I want to be disciplined, but can’t control myself. Besides, I can’t sit still in class, and I want to be disciplined, but I can’t help myself. Besides, I can’t get anyone to pay attention to me if I'm just sitting there doing nothing.

A girl: I hate the boy next to me, dirty not to mention that the class is here to make trouble, the teacher is always interrupting the teacher’s speech, my thoughts are interrupted.

Boys’ usual performance determines that test scores are bound to lag behind. Absence from the class cadre team tends to result in a lowering of boys’ sense of self-management and ability, which, combined with the lack of encouragement and appreciation from teachers, results in a vicious circle of boys’ academics^[2].

2. Analysis of the reasons for the academic backwardness of boys in rural elementary school

The situation in elementary school F is representative. After the liberation of China, the status of women was greatly

improved, and much attention was paid to the problem of girls dropping out of school in the countryside, so that the disadvantaged position of boys and the problem of their education were gradually neglected. Generally speaking, the intellectual level of boys and girls is basically the same, and the difference is mainly physiological and psychological, with acquired learning and education being the key to good or bad academic performance.

2.1 Weaknesses and deficiencies of boys

Boys' rebelliousness, aggressiveness and indiscipline easily attract criticism from educators, and the weakness of boys' verbal skills is not pleasant either; in the face of criticism, girls are prone to accept it and improve, while boys are more likely to give up on themselves and lack self-control. Girls favor "literature" while boys favor "martial arts." Sitting in a classroom and reading is a depressing experience, and in the eyes of the boys' peers, they only believe in "the law of the jungle" and the law of the jungle. In the eyes of boys' peers, who only believe in "the survival of the fittest," boys who read to death do not necessarily feel superior within their peer group. Boys who study well sometimes find it difficult to integrate into the boys' circle and are not accepted by the girls' circle, leaving them in a lonely and awkward position.

2.2 Deficiencies in rural schooling

The difference between urban and rural areas is objective and unavoidable; rural education is closed, outdated and lacks vitality; teachers are ageing and there is a serious brain drain. In the teaching force, there is an acute shortage of good male teachers, mainly mathematics and physical education teachers, while other subjects are gradually being monopolized by female teachers, which is out of step with the ancient situation of "once a teacher, always a father". Female teachers have a particular problem in disciplining boys, with the exception of a few masculine female teachers. School discipline leaves boys with a stereotypical image of teachers, and teaching to the test erases boys' enthusiasm for learning, with the school's definition of a "good student" being skewed in favor of obedient, hard-working girls.

3. Countermeasures for the education of boys in rural elementary school

The reasons why boys fall behind in their studies are manifold, including boys' own, others', schools', families' and society's reasons. Although the reality of education is still dominated by exam-oriented education, teachers should pay more attention to the differences between men and women and the equity of men and women, use the theory of dual-sex cultivation and the theory of gender equity as a guideline, recognize that there are differences between genders, educate according to gender, encourage both genders to learn the excellent qualities of the other, promote the harmonious and balanced development of men and women, and promote the development of men and women. They should recognize that there are differences between the sexes, educate according to gender, encourage both sexes to learn from each other's good qualities, and promote harmonious and balanced development of both sexes. Equity in education includes equity in the starting point, process and result, but should also include gender equity, which requires us to introduce gender equity into education and teaching, design different contents for different genders, satisfy the right of both genders to receive education fairly, and treat students without discriminating against any one of them, respecting girls and guaranteeing the basic right of boys to receive education, so as to realize the progress of both sides' studies^[3].

3.1 Multi-pronged approach to focus on boys' character qualities

First of all, boys are taught that they must be self-reliant, self-managing and self-controlling, and that they must be able to manage themselves. The country is promoting quality education, emphasizing the core qualities, facing all students, promoting the balanced development of students in all aspects, respect for student personality, and the current elementary school boys basically lack of self-restraint, management ability, especially in rural areas of the spoiled boy is still serious, many boys overly dependent on family members, learning to rely on teachers, did not achieve the learning of self-requirement, basically belong to the passive learning, not the active Learning. Children should set up ambitious ideals, take the initiative to demand advancement, make great efforts, let others help and guide, improve learning methods, improve learning efficiency, learn to learn and rely on themselves is still the most important. Avoid boys' autism, low self-esteem and love of vanity.

Secondly, the body is the capital of the revolution. To let boys have a healthy body, sports to strengthen, dietary science, nutrition to ensure that the usual boys should form early to bed and early to rise habits, to ensure that boys have enough sleep, encourage children to exercise, in the critical period of growth and development, advocate sleeping on a hardboard bed, less medicine, so that children to enhance the resistance to disease, do not become a "pot of medicine!". Boys need to go to the nature more walks, to meet the boys love sports nature, parents should not be pampered. Masculinity, perseverance, courageous character and strong physical fitness is closely related.

Finally, boys are integrated into the community to play and learn. The characteristics and nature of boys is fun, elementary school students still have to play to understand the cognitive world. The boy's partner directly affects the child's interpersonal communication, affecting the child's future social development, as adults, we should try to accompany the child to play, and guide how to play, make the best use of the situation to avoid the influence of negative and negative factors, to meet the child's nature, more encouragement to the child, and cultivate the boy's interest in exploring and researching the study, so that the child has a harmonious and cozy environment for growth.

3.2 Schools' response to training

3.2.1 Optimizing the gender ratio of teachers

The threshold and requirements for teachers are very high, and it is necessary to strive for good male teachers to join the profession and to train the existing male teachers. At the elementary school level, the lack of male teachers has been very obvious, the imbalance of the gender ratio will cause gender injustice in education, elementary school boys are likely to have a lack of role models, character traits, temperament will be prone to deviation, many boys do not look like boys. Female teachers' teaching performance is characterized by rich emotional experience, clear language, vivid image, while male teachers' teaching style shows fun and humor, favoring rational thinking, logical reasoning, sensitive thinking, etc. This is mainly due to gender differences in cognitive styles, male teachers are better at logical memory and abstract thinking, and the lack of male teachers will inevitably affect the diversity and flexibility of students' thinking. Female teachers are likely to be active and lively, like to explore the boys have a certain degree of exclusion, the boys damage to the discipline to show disgust, the boys may not be adapted to the management of female teachers, easy to trigger resistance, leading to teacher-student confrontation, on the contrary, male teachers are more understanding of the tolerance of the boy, the boy's small movements and other behaviors do not carry out too much interference, the classroom atmosphere is relaxed and happy to cultivate the boy's dispersed thinking, the boy is more happy to interact with male teachers! Boys are more willing to interact with male teachers, effectively avoiding boys' distraction in class.

The reason for the small number of male teachers is roughly because from elementary school boys lag behind, then to the university boys may not be able to realize the counter-attack, so China's higher education stage, boys face the same disadvantage, the number of less, teacher training students even less men, many colleges and universities undergraduate and postgraduate groups, the proportion of men is very low, these teacher training boys choose to choose employment preferred colleges and universities teachers as a career, not necessarily consider elementary school teachers., This, coupled with the fact that elementary school teachers are treated too poorly and do not have a high social status, gradually creates an imbalance in the character ratio of teachers.

Boys need a father's love, and they also need male teachers as role models. The Government has the responsibility to encourage men to join the teaching profession and to call on veterans to support rural education, which inevitably requires that the remuneration of rural teachers be improved and their social status raised. In rural elementary school, teachers' salaries are not high, and to retain male teachers, the government really needs to give policy preference. At the same time, in elementary school where there is a real lack of male teachers, female teachers can also learn from the beneficial teaching methods and teaching methods of male teachers to make up for the disadvantages brought about by the gender gap.

3.2.2 Love and tolerance, care and approach to boys

Although our country has achieved overall educational equity, and compulsory education has been equalized on a

macro level, and everyone enjoys the right to education, there are still differences in the extent to which different groups of people and genders are actually respected and cared for due to different groups of people, and quality education means promoting the all-around development of students, fostering their core qualities, and allowing them to enjoy the basic right to education of every citizen. The right to education. Treating each student differently does not mean favoritism or injustice.

Education should not be based on a single yardstick or standard to treat male and female students. Teachers like to teach in a way that girls are happy to accept, but they should also take into account the degree of acceptance of boys, or else they will be trying to save time and effort by adopting a "one-size-fits-all" approach. Boys who are at a learning disadvantage are not useless, just that their strengths have not yet been realized. Don't just criticize, blame the naughty, mischievous, active boys, to enter the boy's inner world, more encouragement for boys, so that boys to establish confidence in learning, enhance learning autonomy. Gender-neutral education and teaching is in fact a certain degree of gender discrimination and fails to tailor teaching to the needs of the students.

4. Conclusion

The educational transformation of boys in the new era relies on the joint efforts of the family, the school and society; under the guidance of the national education policy, school education must be geared towards all students, taking into account gender equity in education and promoting the rationalization of the occupational gender ratio. Successful education always needs to take into account the neglected disadvantaged groups, education should be changed according to the person, people-oriented, can not be forced to boys to adapt to the existing examination mode of education. Educational methods should be adjusted according to gender differences, and education should be carried out according to gender, abandoning the single criterion of evaluation, i.e., traditional examination results. Retain the countryside prematurely into the community of boys, build a harmonious and stable society, and realize the common progress of men and women. Due to the author's limited knowledge and ability, this paper was completed in a short time, the language is not standardized, and the persuasive power is limited, which needs to be followed up and supplemented by subsequent surveys.

Conflicts of interest

The author declares no conflicts of interest regarding the publication of this paper.

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- The First author:** Qiang Lan (1978-). Archives, Guangxi Science & Technology Normal University, Laibin city, Guangxi province, 546199
- The second author:** Hongji Jiang (1986-), School of Foreign Languages, Guangxi Science & Technology Normal University, Laibin city, Guangxi province, 546199
- The third author:** Dawen Liang (1989-), Teacher Development Center, Guangxi Science & Technology Normal University, Laibin city, Guangxi province, 546199