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Problems of Excessive Education in Primary Schools for Educational Management in China

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Abstract

In China, the educational management of primary schools is a very important link. With the increasing competition of education, excessive education has become a common problem in primary education in our country. The purpose of this paper is to discuss the problem of educational management of excessive education in primary school in China, analyze its causes and multiple influences, and put forward relevant suggestions for improvement. Through literature review and empirical research, it is found that the old educational concept, the restriction of the educational system, the shallow campus culture and the high expectation goal are the main reasons leading to the excessive education in primary schools. These problems not only bring unnecessary learning pressure to students, but also affect their physical and mental health, ignoring students' individual needs and all-round development. In order to solve these problems, this paper puts forward the need to renew the concept of education, pay attention to the cultivation of students' active learning ability and innovative spirit; Reform the education system and establish a diversified evaluation system; Deepen campus culture, cultivate students' teamwork ability and social responsibility; Adjust the expected goals, formulate reasonable teaching plans, and avoid excessive expectations leading to students' frustration and pressure and other solutions. Through these measures, a better educational environment can be created for the healthy growth of primary school students.

Keywords: educational management, excessive education, Primary School



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Introduction

With the rapid development of society and the deepening of education reform, our primary education is facing unprecedented challenges. Among them, the problem of excessive education has become increasingly prominent, which has aroused widespread concern. excessive education not only increases students' academic pressure, but also may lead to the waste of educational resources, the loss of students' interest, and even affect students' physical and mental health. Therefore, it is of great practical significance to discuss the educational management of excessive education in primary schools in our country (Han Rongrong, 2014).

Excessive education means that in the teaching process, parents and teachers, in order to pursue high grades and high enrollment rates, over-emphasize the inculcation of knowledge and the training of test-taking skills, resulting in excessive learning pressure on students, creativity and interest are inhibited. The appearance of this phenomenon has many reasons, such as the outdated educational concept, the restriction of the educational system, the single campus culture and the deviation of the expected goal. This paper aims to deeply analyze the educational management problems of excessive education in primary schools in China, and seek effective solutions, reveal the causes of excessive education, explore its potential impact on students' individual development and social progress, and put forward targeted solutions. We will explore the causes of excessive education, including educational concepts, educational systems, campus culture, and expectations. On this basis, we will put forward a series of targeted solutions to provide useful references for the healthy development of primary education in our country and jointly promote the healthy development of primary education in our country (Huang Qi, 2017).

Analysis of the causes of excessive education in primary schools

Excessive education in primary school refers to the phenomenon that parents and teachers overemphasize the indoctrination of knowledge and the training of test-taking skills in the teaching process, resulting in excessive learning pressure on students, and the suppression of creativity and interest. The emergence of this phenomenon is not caused by a single reason, but by a variety of factors (Han Rongrong, 2014).

First of all, the old concept of education is one of the important reasons for the excessive education in primary schools. The traditional educational concept emphasizes the main position of teachers and the one-way imparting of knowledge, but neglects the main position and individual needs of students. Under this concept, teachers often take the



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improvement of students' grades and enrollment rate as the main goal, and overemphasize the inculcation of knowledge and the training of test-taking skills, resulting in the lack of opportunities and motivation for students to actively learn.

Secondly, the restriction of the education system is also an important factor leading to excessive education in primary schools. The current education system places too much emphasis on enrolment rates and performance rankings, forcing schools and teachers to excessive education in order to improve student achievement. In addition, the uneven distribution of educational resources also exacerbates the phenomenon of excessive education. Due to the lack of educational resources, some schools and regions are difficult to meet the individual needs of students, and can only make up for this deficiency through excessive education.

Thirdly, the shallowness of campus culture is also one of the reasons leading to excessive education in primary schools. Campus culture is an important basis for the development of schools. However, in some schools, campus culture is too formalized and lacks the exploration of innovative and characteristic teaching. This cultural atmosphere makes it difficult for teachers and students to form positive values and learning motivation, which leads to the phenomenon of excessive education (Hess Spencer, 2004).

Finally, the high expectation of the goal is also one of the reasons leading to the excessive education in primary school. Under the high expectations of society and parents, some teachers take the way of excessive education in order to pursue high goals. However, high expectations often exceed the students' actual ability to bear, resulting in frustration and pressure, and then produce resistance to learning (Yue Chu, 2017).

To sum up, the causes of excessive education in primary schools include the old educational concept, the restriction of the educational system, the shallow campus culture and the high expectation of the goal. In order to solve this problem, we need to start from many aspects, renew the educational concept, reform the educational system, deepen the campus culture and adjust the expectations and goals, so as to create a better environment for the healthy development of primary education (Han Rongrong, 2014).

The Realistic Manifestation of excessive education in Primary Schools

With the continuous development and transformation of social economy, people's awareness and concept of education are also constantly strengthening. "Knowledge is power", "education can change destiny", "books have their own golden house", "books have their own jade beauty" and other traditional concepts still show their unique charm and



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First, renew the concept of education. Educators and parents should realize that the goal of education is to cultivate well-rounded people, not just to pursue high scores. We should pay attention to the cultivation of students' interests, hobbies, specialties and comprehensive qualities, respect students' individual differences, and provide diversified educational methods and resources. Teachers should change the traditional concept of education and focus on cultivating students' active learning ability and innovative spirit. By guiding students to participate in class discussions, carry out practical activities and other ways to stimulate students' learning interest and motivation (Chen Yanqing, 2005).

Second, reform the education system. The education department should promote the reform of the education system and reduce the pressure on schools and teachers to take exams. Through reforming the examination system and establishing a diversified evaluation system, we can reduce the excessive dependence on students' examination results, reduce the academic burden of students, and break the bondage of performance-only theory and enrollment rate. Establish a diversified evaluation system, focus on the overall development of students, and provide personalized support for each student's growth (Huang Qi, 2017).

Third, adjust the curriculum. Schools should arrange courses reasonably, reduce unnecessary repetition and exam-oriented courses, and increase the courses and activities that students are interested in. At the same time, practical teaching should be increased, so that students can have the opportunity to participate in and experience, and improve their learning interest and practical ability.

Fourth, strengthen teacher training and home-school cooperation. The education department should strengthen the training of teachers to improve their educational quality and teaching ability. Teachers should master scientific teaching methods, pay attention to heuristic teaching, situational teaching and other diversified teaching methods, stimulate students' learning interest and initiative. Schools and parents should establish a good communication mechanism to pay attention to the growth and development of students. Parents should understand the school's educational philosophy and teaching methods, support the school's reform measures, and avoid excessive pursuit of students' grades and enrollment rates (Yue Chu, 2017).

Fifth, adjust expectations and deepen campus culture. Teachers should formulate reasonable teaching objectives according to the actual situation of students. Avoid excessive expectations leading to frustration and pressure, but through gradual guidance and encouragement, help students achieve self-transcendence. At the same time, schools should



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pay attention to the deep development of campus culture and tap the characteristics and advantages of schools. By carrying out a variety of campus activities, students can develop their teamwork ability and social responsibility.

Sixth, establish multiple evaluation system and increase students' independent learning time. Schools should establish multiple evaluation system and pay attention to students' comprehensive quality evaluation. In addition to test scores, students' classroom performance, the quality of homework, extracurricular activities and other factors should be taken into account to comprehensively evaluate students' development. And reasonable arrangement of students' learning time, increase students' independent learning time. Students can use this time for extracurricular reading, interest cultivation, etc., to broaden the scope of knowledge, improve self-development ability (Hess Spencer, 2004).

To sum up, strategies to address excessive education in primary schools require the joint efforts of education departments, schools, teachers, parents and students. By updating the educational concept, reforming the educational system, adjusting the curriculum, strengthening teacher training and home-school cooperation, adjusting expectations, deepening the campus culture, establishing a diversified evaluation system and increasing students' independent learning time, we can gradually promote the healthy development of primary education and promote the all-round development and healthy growth of students (Han Rongrong, 2014).

Conclusion

The primary school stage is the stage of laying the foundation. The maturity and development of students in this period cannot be separated from the study and mastery of theoretical knowledge, but it does not mean that the more knowledge, the better. In fact, knowledge is just a means for students to explore the mysteries of this world, and their ultimate goal is to cultivate a person's personality and temperament on the basis of this knowledge, master a skill and ability to adapt to society, and thus develop a good morality and habits. By analyzing the causes of excessive education in primary schools, this paper puts forward some solutions, such as updating educational concepts, reforming educational system, adjusting curriculum, strengthening teacher training and home-school cooperation, adjusting expectations, deepening campus culture, establishing multi-evaluation system and increasing students' self-study time. These strategies aim to promote the healthy development of primary education and create a better educational environment for the all-round growth of students. However, the implementation of these strategies requires the joint

