

Study on the Learning Adjustment Problems of Migrant Children and School Management Countermeasures

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Abstract: With the development of social economy and the increase of population mobility, migrant children have become an increasingly serious social problem. These migrant children are faced with learning adjustment problems, including academic difficulties, psychological stress and social barriers. To help these migrant children adapt better to the school environment, school management needs to adopt a series of countermeasures. The aim of this thesis is to study the learning adjustment problems of migrant children and to propose corresponding school management countermeasures to promote their overall development.

1. Introduction

With the development of social economy and the increase of population mobility, the issue of mobile children has attracted widespread attention. Migrant children are children who move frequently for family, economic or other reasons. Due to factors such as environment, learning base, dialect and personality, migrant children often have difficulties in adapting to school after entering urban schools with their parents [1]. Therefore, in order to promote better adaptation of migrant children to life and learning in urban schools, it is necessary to strengthen research on the learning adaptation of migrant children. Most of the research on learning adjustment in China has been incorporated into the context of psychological education, which has gradually attracted the attention of researchers along with the study of psychological qualities. This wave of research has been going on uninterrupted since the 1990s [2]. Existing research has clarified the concept and function of learning adjustment, refined and optimized the measurement tools for learning adjustment, and conducted a series of theoretical and practical studies around the status of learning adjustment, problems and interventions for university, secondary and primary school students, which have provided important insights into the current situation and characteristics of learning adjustment for all types of students.

The purpose of this study is to analyse in depth the learning adjustment problems of migrant children and to explore school management countermeasures in order to provide effective solutions. By studying the learning adjustment problems of migrant children and their causes, we can improve our understanding of this group and provide guidance for schools and educational institutions to develop better management countermeasures to promote the holistic development of migrant children.

2. Analysis of learning adjustment problems of migrant children

2.1 Definition and characteristics of migrant children

Migrant children are children who change their place of residence and school frequently due to family migration, work, leaving their hometown and so on. They face learning adaptation problems and need to adjust and adapt in their new school and environment [3]. The characteristics of mobile children are as follows.

Spatial mobility: Children on the move often move frequently for family reasons or due to financial pressures, resulting in the need to adapt to a new living environment and school.

School transitions: As a result of moving, migrant children need to face transitions between schools, including differences in teaching content, academic requirements and teacher styles.

Social adjustment: Migrant children need to re-establish social relationships in their new school and classroom and adapt to the patterns of interaction and group norms among their new classmates and teachers.

Learning discontinuity: Due to frequent moves, migrant children may face a discontinuity in learning content, missing out on certain points or teaching progressions and needing to remedy and catch up.

2.2 Manifestations of learning adjustment problems in migrant children

Migrant children may face a variety of problems and difficulties in the process of learning to adapt [4]. The following are some common manifestations of learning adjustment problems.

Academic difficulties: Due to differences between schools and learning discontinuities, migrant children may experience academic difficulties, including challenges in understanding new teaching content, mastering subject knowledge and completing homework assignments.

Decreased self-confidence: Migrant children may experience a decrease in self-confidence due to frequent changes of environment and exposure to new learning pressures. They may have doubts about their abilities and lack a positive attitude and confidence in their learning.

Social barriers: In new schools and classes, migrant children may experience social barriers, including problems with poor communication with peers, lack of belonging and friendship relationships.

Psychological stress: Frequent moves and school transitions may cause psychological stress for migrant children, including challenges in adapting to new environments, facing strangers and establishing new social relationships. This psychological stress may lead to negative emotions such as anxiety, stress and depression, which affect their learning adjustment and psychological well-being.

Low motivation to learn: Migrant children may lose interest and motivation in learning due to frequent changes in school and environment. They may feel that learning is hopeless and lacks purpose and meaning, thus affecting their motivation and initiative in learning.

2.3 Analysis of the causes of migrant children's learning adjustment problems

There are various reasons why migrant children face problems in adapting to learning. The following is an analysis of some of the common causes.

Family economic factors: Some migrant children are forced to move with their parents or go out to work due to family economic difficulties, resulting in frequent changes of school and environment.

Family changes and separation: Family factors such as divorce, domestic violence or other

changes may lead to unstable family situations for migrant children, requiring frequent moves and changes of school.

Uneven educational resources: Inadequate educational resources in some areas and the limited quality and conditions of schooling make it necessary for migrant children to switch schools in search of better educational opportunities.

Cultural differences and language barriers: Migrant children may come from different cultural backgrounds and may face cultural differences and language barriers when facing new schools and environments, which affect their learning adaptation and communication skills.

In summary, migrant children face learning adjustment problems, including academic difficulties, reduced self-confidence, social barriers, psychological stress and lack of motivation to learn. The causes of these problems can be attributed to family economic factors, family changes and separation, uneven educational resources, as well as cultural differences and language barriers [5]. Understanding these problems and their causes can help develop appropriate countermeasures and measures to help migrant children adapt better to the school environment and promote their overall development.

3. Psychological Stress and Learning Adjustment of Migrant Children

3.1 The impact of psychological stress on migrant children's adaptation to learning

Migrant children are often under greater psychological stress as they often have to face challenges such as leaving their hometown and adapting to a new school and environment. This psychological stress has a profound impact on their learning adjustment.

Firstly, psychological stress may lead to problems such as poor concentration, memory loss and lack of motivation during learning for mobile children. They may feel anxious, nervous and lost, and are unable to fully engage in their studies. This poses an obstacle to their academic performance and development in school. Secondly, psychological stress may also affect the emotional and behavioral performance of mobile children [6]. They may experience emotional problems such as low self-esteem, loneliness, frustration and discomfort with their new environment. These emotional problems may lead to social difficulties, emotional outbursts and behavioral problems in school, further affecting their relationships with peers and teachers, as well as their integration and adjustment to school.

3.2 Sources of Psychological Stress and Coping Strategies

There are various sources of psychological stress, and for mobile children, the following are some common sources of psychological stress. **New environment and strangers:** Adjusting to a new school, new classes and unfamiliar classmates and teachers may make mobile children feel uneasy and stressed. **Academic stress:** itinerant children have to deal with new learning content, different teaching styles and academic requirements at school, which may increase their academic stress. **Family changes and separation:** Mobile children often have to leave their place of origin and are separated from their original families, friends and communities, and this separation can lead to emotional distress and stress.

To help mobile children cope with psychological stress and improve their adjustment to learning, the following are some coping strategies.

Provide psychological support and counselling services: Schools can provide psychological support and counselling services to give migrant children the opportunity to talk about their internal distress and anxiety. Through collaboration with professional mental health workers, individual or group counselling is provided to help them recognise and understand their emotions and learn ways

to cope with stress and difficulties.

Establish support networks and peer relationships: Schools can organise mutual support groups or support networks among migrant children to give them the opportunity to communicate and share their experiences and feelings with each other. Such support networks can provide emotional support and encouragement and reduce their psychological stress.

Develop emotion management and coping skills: Schools can conduct training activities on emotion management and coping skills to teach mobile children some effective coping strategies. This includes techniques such as deep breathing, relaxation exercises, positive thinking and problem solving to help them better manage and regulate their emotions.

Emphasis on positive mindset and self-affirmation: Schools should encourage migrant children to develop a positive mindset, as well as to give recognition to their abilities and achievements. Through positive feedback and reward mechanisms, they can stimulate their motivation and self-confidence in learning and reduce the negative impact of psychological stress on learning adjustment.

Home-school cooperation and family support: Close cooperation between schools and families is crucial in helping mobile children cope with psychological stress. Schools can communicate with parents to understand their children's situation and needs, provide family support and resources, and jointly develop coping strategies to provide a stable family environment and emotional support for migrant children.

By adopting the above psychological stress coping strategies, schools can effectively help migrant children cope with the psychological stress in their learning adaptation and improve their psychological well-being and ability to adapt to learning. This will help them to better integrate into the school environment and realise their full potential to achieve their learning and personal development goals.

4. Research on school management responses

School management responses refer to a range of specific measures and approaches adopted by schools in helping migrant children to adapt to learning. These responses aim to provide the comprehensive support and care that migrant children need to help them overcome their adjustment to learning and to facilitate their learning growth. The following are some specific school management responses [7].

Establish a record management system for migrant children. Schools can establish a record management system for migrant children to record and update each migrant child's personal information, learning situation, family background, etc. Through systematic file management, schools can better understand the characteristics and needs of each student and tailor educational programmes and support measures accordingly.

Providing individualized education plans: Schools can develop individualized education plans to address the learning characteristics and needs of migrant children. This includes designing flexible learning programmes based on students' learning levels and interests, and providing them with targeted tutorials and support. At the same time, the diverse learning needs of migrant children can be met through the integration and optimal allocation of educational resources.

Strengthen teacher training: Schools should enhance the training and professional development of teachers to improve their knowledge and understanding of the learning adjustment problems of migrant children, as well as the corresponding educational and teaching strategies and skills. Training can include cross-cultural education, mental health support and communication skills to help teachers better respond to the learning characteristics and needs of migrant children.

Organize counselling activities: Schools can organise counselling activities to provide emotional

support and psychological adjustment for migrant children. This can take the form of psychological counselling, individual or group counselling, and mental health education. Through collaboration with professional mental health agencies, mobile children are provided with the necessary psychological support to help them cope with the psychological stress and distress of learning adjustment problems.

Strengthen home-school cooperation: Close cooperation between schools and families is a key component in helping migrant children adapt to learning. Schools can actively communicate with parents to understand the family situation and the special needs of their children, and work with them to develop learning goals and solutions. Schools can organize regular parent meetings and home-school interaction activities, provide parent training and educational resources, and promote home-school cooperation to create a good synergy of joint care, support and education for the child.

Provide academic support and bridging services: Schools can set up academic support centre or dedicated learning support teams to provide academic support and bridging services for migrant children. These services can include remedial classes, individual tutorials, study skills training, etc. to help migrant children bridge the learning gap and improve their academic performance. In addition, schools can establish bridging mechanisms with the schools where the migrant children live to ensure continuity and smoothness in the learning process.

Create a friendly and inclusive school environment: Schools should strive to create a school environment that is friendly, inclusive and respectful of diversity. This includes promoting the concept of educational equity and respect for differences, and fostering a sense of mutual support and friendly relationships among students. Schools can develop multicultural education activities to increase communication and understanding between migrant children and other students and to combat discrimination and exclusion.

Strengthen social support networks: Schools can work with social agencies, community organizations and NGOs to establish a sound social support network to provide a full range of support for migrant children. These partners can provide support in terms of financial assistance, social services and family support, and work together to address the learning adjustment problems of migrant children.

The above measures are only part of the school management response. Schools can also develop other specific measures to address the complexity and diversity of learning adjustment problems of migrant children, depending on the actual situation. The important thing is that schools should pay continuous attention to the learning adjustment of migrant children and continuously improve and refine their management responses to ensure that migrant children are provided with equitable educational opportunities to achieve their learning development and overall growth.

5. Conclusion

The study of migrant children's learning adjustment problems and school management countermeasures can provide valuable reference and guidance to education policy makers, school administrators and educators in order to promote the holistic development of migrant children and educational equity. The implementation of school management responses will provide migrant children with a better learning environment and support to help them overcome their learning adjustment problems, improve their academic achievement, and promote their mental health and social skills. However, it should be noted that the study of migrant children's learning adjustment problems and their countermeasures is still a complex and ongoing topic that requires continuous in-depth research and practical exploration. Future research can further focus on specific groups of migrant children, such as children of migrant workers and children of migrant workers, in order to better understand and meet their educational needs. In addition, international academic exchanges

and cooperation can be strengthened to learn from and share the experiences and practices of other countries or regions in the areas of learning adaptation and school management for migrant children. This will provide us with a broader research horizon and inspiration to promote the global development of education for migrant children. To sum up, the study of migrant children's learning adjustment problems and school management responses has important theoretical and practical implications. Through an in-depth analysis of the causes and manifestations of the learning adjustment problems of migrant children, as well as exploring effective school management countermeasures, it can provide useful insights and guidance for improving the learning environment and educational opportunities of migrant children and promoting their all-round development. This will not only help to build a more equitable and inclusive education system, but also create better conditions for every migrant child to realize their potential and live happily.

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