

ANALYSIS OF FACTORS INFLUENCING THE ACADEMIC PERFORMANCE
OF SECONDARY SCHOOL STUDENTS IN CHINA

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DEDICATION

This project report is dedicated to my father, who taught me that the best kind of knowledge to have is that which is learned for its own sake. It is also dedicated to my mother, who taught me that even the largest task can be accomplished if it is done one step at a time.

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ABSTRACT

The main purpose of this study is to analyse the factors affecting the academic performance of Chinese middle school students, in order to better understand the factors influencing the academic performance. Two schools in Hunan Province, one an urban school and one a rural Sancha River middle school students were involved in the study. This research studied the factors affecting students' academic performance and their problems. The factors studied are academic performance and access to many information, the main factors of the research that affect academic performance include school factors (school facilities, teaching methods, school atmosphere), family factors (family cultural background, family atmosphere, family financial situation) and psychological factors (time management, sleep, pressure and motivation). Data were collected using questionnaire and were analysed using the SPSS software. The relationship between the variables is tested with multivariate linear regression models. The research results show that school facilities, teaching methods, school atmosphere, family cultural background, family atmosphere, family financial, time management, sleep, pressure and motivation all have an impact on the academic performance of middle school students. However, the study also encountered several problems, including the discovery of pressure, school facilities and time management. Suggestions to improve the students' academic performance are presented and discussed in the study.

ABSTRAK

Tujuan utama kajian ini adalah untuk menganalisis faktor-faktor yang mempengaruhi prestasi akademik pelajar sekolah menengah di China. Dua buah sekolah di Provinsi Hunan, satu sekolah bandar dan satu sekolah luar bandar di daerah Sungai Sancha terlibat dalam kajian ini. Penyelidikan ini mengkaji faktor-faktor yang mempengaruhi prestasi akademik pelajar dan masalah mereka. Faktor-faktor yang dikaji adalah prestasi akademik dan akses kepada maklumat, faktor sekolah (kemudahan sekolah, kaedah mengajar, persekitaran sekolah), faktor keluarga (latar belakang budaya keluarga, suasana keluarga, keadaan kewangan keluarga) dan faktor psikologi (pengurusan masa, tidur, tekanan dan motivasi). Data dikumpul menggunakan soal selidik dan dianalisis menggunakan perisian SPSS. Hubungan antara pemboleh ubah diuji dengan model regresi linear multivariate. Hasil kajian menunjukkan bahawa kemudahan sekolah, kaedah pengajaran, suasana sekolah, latar belakang budaya keluarga, suasana keluarga, kewangan keluarga, pengurusan masa, tidur, tekanan dan motivasi memberi kesan terhadap prestasi akademik pelajar sekolah menengah. Manakala masalah yang dihadapi pelajar, termasuk tekanan, kemudahan sekolah dan pengurusan waktu. Cadangan untuk meningkatkan prestasi akademik pelajar dicadangkan dan dibincangkan dalam kajian ini.

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CHAPTER 1

INTRODUCTION

1.1 Introduction

This chapter mainly does a preliminary discussion on the analysis of middle school students' academic performance factors, Research should start from the actual situation of contemporary middle school students, in the practice of the phenomenon, need according to different student groups, from they live in urban and rural areas, its economic level is ordinary families or high-tech families, they study in rural areas or cities to expand the scope of research, more research population type can make the research results more authoritative and common results, more reference value.

This chapter is described in several aspects, including the purpose and significance, background, and scope and related reasons. According to the literature affecting students 'performance factors can be divided into two categories: the first category belongs to the academic factors and the second category of non-academic factors of academic factors mainly refer to teaching methods, self-study efforts and students' previous achievements, rather than academic mainly includes health factors, personal factors, economic factors, and environmental and cultural composition. Therefore, this research was analyzed through questionnaire survey through the factors of middle school students' family factors, school factors and psychological factors.

Among them, the factors affecting students' academic performance are divided into three directions: school factors Boudreaux, Martin and Mcneal.(2016), family factors Anger and Schnitzlein.(2017) and Guo,X.,et al. (2018), psychological factors, and

each direction has several small factors to support the support of the research results. It mainly includes parental cultural background in family factors, family income, family learning atmosphere, school learning factors, learning facilities and teaching methods of teachers in school factors, motivation in psychological factors, learning pressure, sleep quality, time management Arezoo, et al.(2017). The positive and negative relationship between these factors and academic performance is also proved through the questionnaire survey and data analysis.

1.2 Background of Problems

According to China's top 100 middle schools, the list goes through school infrastructure, comprehensive reputation, software and hardware facilities, faculty, and The enrollment rate formulated a ranking of the middle schools in that year, from which it can be seen that the famous schools in China Distribution situation and our overall enrollment rate distribution situation.

The distribution of famous schools in China is basically in proportion to the overall enrollment rate, so the distribution of middle school students is basically in line with the distribution of famous schools Status. In general, there are more famous schools in North China, with a higher enrollment rate and higher academic performance. Secondly, the fact that along the Yangtze River is true The rate of urban schools is also high, while relatively those in the west except Sichuan, as well as Inner Mongolia and Ningxia in the north Famous schools and enrollment rates are relatively low.

Meanwhile, from the number of Chinese middle school examination and senior high school entrance examination from 2016-2020, the population and college entrance examination from 2016 The number of people continues to increase every year, so China has a large population base and uneven distribution of population density, which also makes places with large population density every year The college entrance examination applicants are under great pressure, while the areas with small population density almost rarely face the pressure of entering a higher school, especially in some areas.

So China 's enrollment rate and the annual enter oneself for an examination and senior high school entrance examination, China generally annual student population pressure, thus causing the current academic pressure of Chinese students, from the current study environment, all kinds of remedial institutions, parents to children' s academic performance more concerned than before to a certain extent increased the burden of students, so from this series of phenomena, to discuss the analysis of the contemporary Chinese secondary school academic performance.

Therefore, this paper presents a certain influence between academic performance and school factors, such as school atmosphere, school facilities, teaching methods, family factors, such as family learning atmosphere, family cultural background, family income, and psychological factors, such as learning motivation, stress, time management, and sleep. From various literature, academic performance is positively related to a better school atmosphere, Positive positively related with more complete school facilities, Positive correlation with more scientific teaching methods, positively correlated with a more harmonious home learning atmosphere, positively correlated with a superior family cultural background, Positive associated with greater family income, Positive correlation with a more motivated learning motivation, Positive correlation with more reasonable time management and with better sleep, And when faced with much more pressure, The pressure is positively related with academic performance according on the type of pressure, Some stress is negatively related to academic performance, So, based on the above scenario, This paper is based on the findings of these literature, The relationship of these factors to academic performance is demonstrated by some relevant questionnaires and data.

1.3 Problems Statement

The fact is that China's population base, complex population, and uneven population distribution, which makes China every year in schools, teachers, students being

great pressure. besides that, these factors affect the academic performance of contemporary students in China.

From the perspective of regional distribution, rich areas is relatively higher population culture, students 'academic performance is generally better from, and poor areas population culture is generally low, so students' academic performance is relatively poor. on another hand different environments to students 'academic performance provide different effects, such as families has such a great reading atmosphere which will promote students' academic performance, so the role of environment on students' achievement is vital. In addition, the situation of each school is different. For example, the performance of the students of famous schools is generally better than that of ordinary students. At the same level, the learning environment of the school and the learning facilities and equipment of the school have a certain impact on the academic performance of Chinese students.

From today 's social understanding, more and more people think the family environment for students' academic performance also played a lot of role, especially now most people belong to the only children, also more concerned about the children 's academic performance, especially according to modern research family for children' s academic performance is huge, the first influence is the intellectual development, the second is the students 'emotional intelligence, third is the children' s social identity, although many children in the school environment after reading some cognition will change with age, but generally with the child's family.

At the same time each student 's psychological construction is also a very main factor, from research show that different children for academic different attitude will affect a student can have more persistence, and a student' s pressure ability may determine whether a student under so much pressure, and a person 's learning ability, a person' s endurance, understanding will affect the students 'knowledge acceptance, while affect a student after learning knowledge can get more feedback, so as to improve the students' academic performance.

Therefore, according to these phenomena, the factors of students 'academic perfor-

mance are relatively clear, so this paper will also discuss the influencing factors of students' studies from four aspects: school environment, family environment and psychological environment.

1.4 Research Purpose

Strong person is strong, so the strength of talent is the foundation of a country, and Chinese students are China's future talent, how to produce more and more excellent talents, need to start research from students, from students' academic performance, study their factors affect their academic performance, so as to solve the bad factors affecting their academic performance, carry forward the good factors, and let more parents and students find better ways to improve academic performance.

In secondary school students are a learning stage, which is also a crucial learning stage in the whole learning career. Therefore, this paper especially starts to study their academic performance from secondary school students. The whole article explains from three aspects like family factors (Parents 'academic background, family income, home learning atmosphere), school factors (School learning facilities ,teachers' teaching methods, school learning atmosphere) and psychological factors (motivation, Learning Stress, sleep quality, time management) , and figures out the positive and reverse proportion of these factors to secondary school students' academic achievement, Size of the impact degree, At the same time, through three dimensions to better understand the academic problems faced by contemporary secondary schools' students, Help middle school students find the reasons from the results, To prove the relationship between the three factors with the academic performance from the research practice.

1.5 Research of Objectives

The objectives of this research are

(a) To investigate the relationship between family factors, namely the Parents 'academic background, family income, home learning atmosphere with academic performance.

(b) To investigate the relationship between School factors namely School learning facilities, teachers' teaching methods, school learning atmosphere with academic performance.

(c) To investigate the relationship between psychological factors namely motivation, Learning Stress, motivation, sleep quality, time management, with academic performance.

1.6 Research of Questions

The Research questions are as follows:

(a) Is there any relationship between family factors, namely Parents 'academic background, family income, home learning atmosphere with students' academic performance?

(b) Is there any relationship between School factors namely School learning facilities, teachers' teaching methods, school learning atmosphere with students' academic performance.

(c) Is there any relationship between psychological factors namely motivation, Learning Stress, sleep quality, time management with academic performance.

Through above information some hypotheses we can get;

H1: The school learning facilities and academic performance have a significant positive relationship.

H2: The teacher's teaching method and academic performance have a significant positive relationship.

H3: The school learning atmosphere and academic performance have a significant positive relationship.

H4: The stress and academic performance have a significant positive relationship.

H5: The motivation and academic performance have a significant positive relationship.

H6: The sleep quality and academic performance have a significant positive relationship.

H7: The time management and academic performance have a significant positive relationship.

H8: The family's financial situation and academic performance have a significant positive relationship.

H9: The family learning atmosphere and academic performance have a significant positive relationship.

1.7 Significant of The Study

Secondary school students are a learning stage, which is also a crucial learning stage in the whole learning career. Therefore, this paper especially starts to study their academic performance from middle school students. Research is the result of practice, and practice needs the theoretical foundation, so the research on the academic performance of middle and high schools, so as to prove whether the theory is true through the practice of questionnaire survey. On the other hand, China is a rapid housing exhibition in recent years, need to reserve a lot of talents and a large number of talent input, and China as a country and population, the number of students is increasing, in this case need to better understand the current situation of contemporary Chinese students academic performance, and find solutions from the practice of research.

1.8 Theoretical framework

This paper mainly discusses the influencing factors of academic performance in contemporary middle school students. In the first chapter will mainly focus on discussing the setting of research objectives, research content and the ultimate significance and purpose of the project, to understand the current situation of Chinese contemporary middle school students, analyze the causes of the results, mainly from psychological factors, family factors, school factors. The second chapter mainly focuses on the analysis of the influence and practical role of the four aspects, specific analysis, and presents examples to prove the authenticity of the research conclusion and whether it has a certain reference value. Chapter third chapter mainly focuses on the questionnaire analysis and the solution of problems. It collects the feedback of students from students in urban and rural environments, conducts practical research and analysis, and data results. Chapter 4 is to make more detailed data statistics and data analysis according to the information collected by the questionnaire survey in Chapter 3, while Chapter 5 is a complete summary and result conclusion.

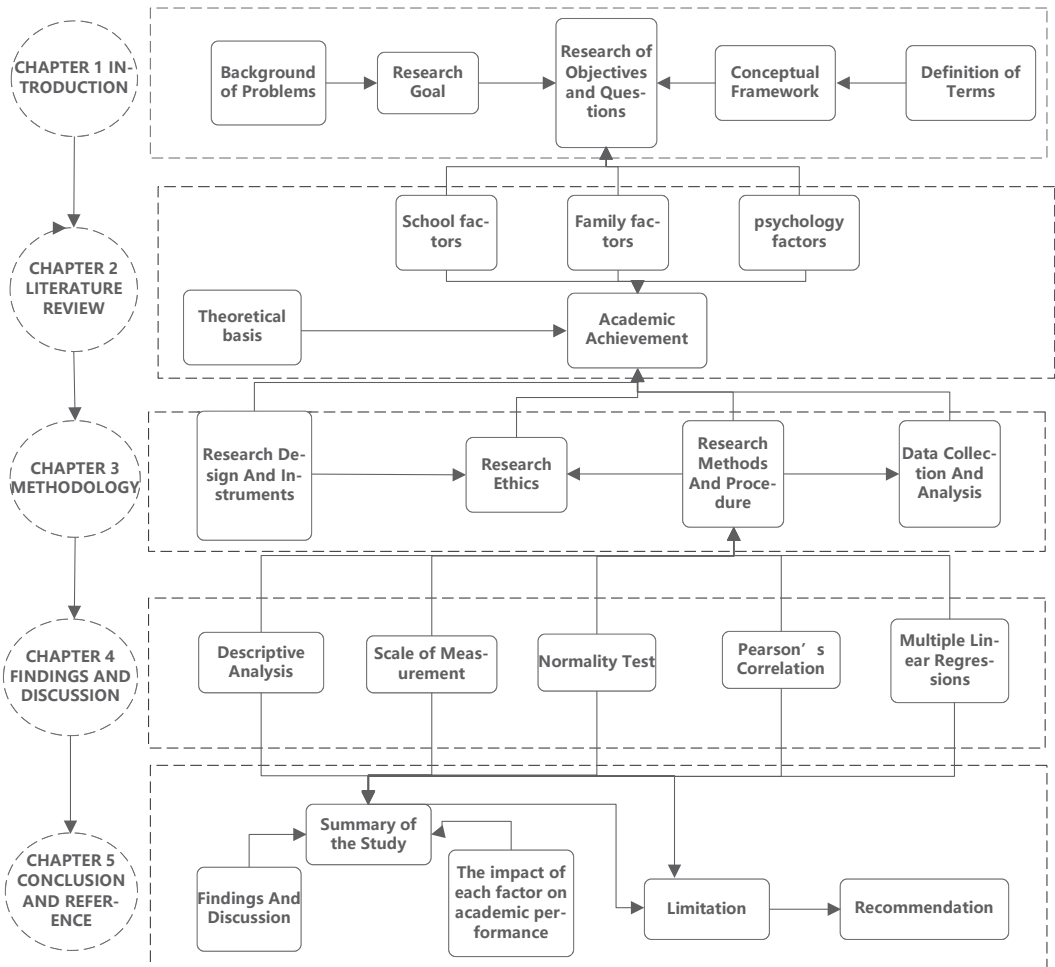


Figure 1.1 The procedure of the study

1.9 Conceptual Framework

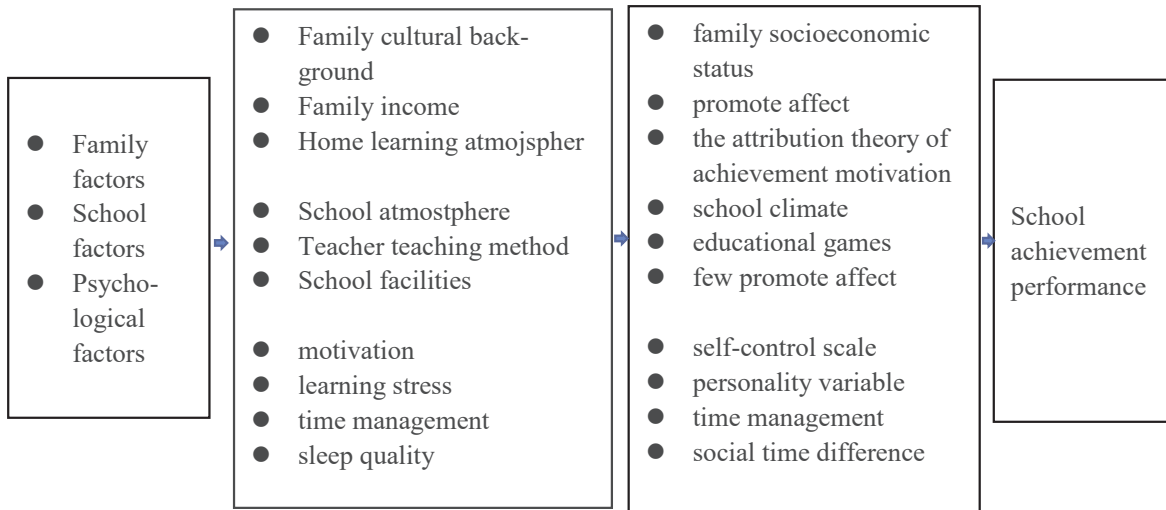


Figure 1.2 Conceptual framework of the Study

This research mainly studies on the factors affecting the study of Chinese middle school students. First, we determine three factors, namely school factors, school factors, family factors and psychological factors, consult a large number of literature according to three factors, and demonstrate the research results and theoretical basis to find out the solutions.

According to the study, students' learning performance is mainly reflected in three aspects, divided into three dimensions: previous learning performance, mid-term learning behavior performance, and module failure. Meanwhile, academic performance factors are multi-faceted and multi-dimensional shown from research mainly from academic and non-academic factors including learning methods, self-study efforts and previous student performance rather than academic performance is health factors, personal factors, economic factors, and even environmental and cultural composition, while, according to the Cambridge report in 2003. Among them, universities and universities play a key role in providing education and improving the country's economic and social

well-being. This should also apply to the current situation in China.

1.10 Definition of Terms

The followings are some of the terms and definitions used throughout this study.

1.10.1 Academic achievement

Students' academic performance is mainly reflected in three aspects, which are measured in three dimensions: previous academic performance, middle-term learning behavior performance and the failure of the module. At the same time, academic performance factors are multifaceted and multi-dimensional, from the research shows that mainly from academic and non-academic factors, academic factors including teaching methods, self-study efforts and student previous performance, rather than academic performance are health factors, personal factors, economic factors, and even environmental and cultural composition. Meanwhile, according to the Cambridge 2003 report, academic performance is the performance level of exams and major modules. Among them, major universities play a key role in providing education and improving the country's economic and social well-being. This should also apply equally to the current situation of China.

1.10.2 Family factors

In recent years, more and more researches have shown that family factors on students' academic performance are huge, intuitive, more important than school factors on their academic performance. According to the analysis of factors affecting academic achievement, it points out that the impact of family education, family income and fam-

ily size (Hanushek) are great on students ' academic achievement, especially in cognition, language, reading, and arithmetic foundation between enrollment. According to statistics, in general, families with more education generally have their children's better average academic performance. But while the family income level has a certain impact on students 'academic performance, simply by improving the nutrition of food and owning more comfortable housing seem to have little impact on students' learning changes.

Therefore, according to the theory of this paper, several specific contents related to family factors, including Parents 'academic background, family income, home learning atmosphere.

i Parents' academic background

Parents 'academic background Including family cultural background and parental intellectual factors. In terms of the social and cultural context of the family, Due to the importance of national education in recent years and the adjustment of education policies, the cultural level of the contemporary Chinese people is significantly higher than that of the former Chinese people, and the cultural level is related to the cultural differences and the economic level of different regions.

More and more people think that the source of students and family reasons, research shows that the cultural level of family members may directly lead to students have more learning resources, at the same time, parents also play an important role in children's education and psychological construction guidance, so intelligence can not completely determine the results, but from the family good learning attitude, learning ability and learning habits play an important role in the quality of academic performance. K, Claesson(2010)

ii Family income

In Fletcher,J. M.,and B. Wolfe.(2016) research, it suggests that the socioeconomic status of parents is an important factor in determining the future socioeconomic status of children. As the child gets older, the relationship between the family income and the children becomes stronger, and it also has a certain impact on the students' academic

performance.

iii Home learning atmosphere

Home learning atmosphere Including the family living environment and the learning atmosphere for the family members. The inconsistency of parents' education methods, the lack of preschool storytelling training, irregular life, and low mother culture, are the main family factors leading to children's low IQ, A good learning atmosphere can promote students' IQ development and academic progress.

Studies show that parents' attitude towards students' learning will directly affect the whole learning atmosphere, thus affect students' learning progress, especially parents use long-term negative and violent methods to educate children, which is likely to make children in a bad learning atmosphere for a long time, produce bad emotions affect academic performance. it was found that the differences in parental attitudes and methods of education have an important impact on their child's studies, and if parents may also be negative for a long time. In Agostinelli and Sorrenti.(2018), it is also noted that the mother's allocation of time at work and at home to accompany their children has a certain impact on the students' academic performance, usually working for a long time have less company for their children, thus having a certain negative impact on the child's academic performance.

1.10.3 School factors

School factors according to this paper, the study mainly includes School learning facilities, teaching methods, school learning atmosphere

i School learning atmosphere

School learning atmosphere A series of factors, such as learning atmosphere and student relations, all belong to an aspect of the school climate.

School atmosphere is formed by the school economic situation, teacher attitude, cultural atmosphere, relationship between students and other related factors, at the same time different schools can produce different atmosphere state, these are reflected through school performance and academic performance, the overall performance level of institutions of higher learning and teaching equipment and games, in order to improve students 'enthusiasm, improve students' self-confidence, form a better learning atmosphere, to improve academic performance.

Safder(2018) also said the school atmosphere is related to the students' moral development. In addition, according to Sari and Zgk(2014), the research said that students 'sense of belonging to the school is related to the school classroom atmosphere, and a good school atmosphere has a certain impact on students' academic performance.

ii School learning facilities

School learning facilities whose impact on students 'studies is certain, and among the many factors affecting students' studies, the school's facilities and equipment factors are one of the most controllable factors. Although according to numerous studies, Problems of economic differences in each place will affect the renewal and construction of school facilities and equipment, But at many levels, the diversification of school equipment can indeed give students more diverse learning methods, Thus promote academic studies, From the literature, (Masse, Louise, C.,Naiman, Daniel, I.,Leatherdale, Scott, T.,Gotay, 2015) The general research on school sports shows that, The change of school facilities is somewhat helpful to improve students ' physical performance,it can be seen that some new electronic equipment can bring certain fun to students and improve their studies, Thus pointed out that school equipment updates such as the introduction of electronic equipment can help students improve their academic performance.

iii Teaching methods

Goswami and Verma (2017) indicates that the teaching process is complex, where the main guidance of the teaching process is the teacher, and if the teacher adopts the appropriate and good teaching mode, it can obtain better teaching results, thus affecting the students' academic performance. At the same time, if the painful teaching

method will have some bad learning effects on students.

Studies show that the teacher can spend more time in the teaching style and teaching methods for certain changes, can play an important role in the classroom acceptance and understanding of students, and the research also found that the teacher's teaching quality for students can better understand knowledge, help students have a positive attitude towards learning, thus achieved better results. At the same time, it is also pointed out that teachers 'classroom teaching level and after-class interaction may be more intuitive to students' classroom acceptance and understanding, and may also have a very important impact on students ' academic performance.

1.10.4 Psychological factors

Research has shown that students 'psychological factors have the most direct and critical role on students' studies, including their own learning pressure, learning motivation, time management, and sleep quality.

i Motivation

From many literature that the prime dynamics of learning plays an important role, Genevieve Taylor a, Tomas Jungert a, Genevieve A. Mageau b, Kaspar Schattke c, Helena Dedic d, Steven Rosenfield e, Richard Koestner a (2014) once mentioned that, When a person produces a motive, It makes a pleasant pleasure, To promote the better completion of the activities, Meanwhile, the original power can produce the most original preferences and confidence, Thus to promote academic progress. The important role of motivation is also demonstrated from the theory of motivation attribution (W Mirjam, H Tobias, T Gisela, 2013) on success.

ii Learning Stress

Studies show that the pressure on students ' study is great, also pointed out that if a person under long pressure and not timely solution, will have a negative impact on study, but also pointed out that in many emotions anxiety is one of the triggers of stress,

but it is worth mentioning that many people think that if a person in excessive happy mood for a long time, it is not good for study, this time need to give a little pressure, but will promote academic progress(S Sousa, DJ Armor 2010) Also in the Geneva eve Taylor, Thomas Juget, Genevieve Magg b, Kaspattak, Helena Didi, Steven Rosenfeld, Richard Costner (2014) shows that students can relieve stress well through self-regulation and promote student progress.

iii Time management

Oettingen,G.,et al(2015) pointed out that successful time management is to maximize the use of time to promote motivation, get better satisfaction and a series of positive effects, so as to improve academic performance, but also pointed out that although time management has a very good promotion role, but in the actual situation, many people are difficult to do effective time management, so that the effect is often not good.

On the other hand, Time management practices are central to academic success and strategies designed to improve effective use of time are often recommended as help improve student achievement Good time management reduces stress and brings about better academic achievement. Some studies have shown that good sleep habits and good concept of time have a certain impact on a student's academic performance to a certain extent, generally good sleep habits and very self-disciplined, and students with more time concept can achieve good results in study more than students with poor living time and sleep disorder. At the same time, good time management can enable students to combine work and rest. Some studies show that providing some physical exercise time after learning, which can help combine work and rest, and the strong body has a more positive mood and confidence to complete the study, which is also the reason why can not give up physical education courses even under serious academic pressure.

iv Sleep quality

Shalini,et al.(2016) said that sleep according to the recommended sleep hours of different ages, to ensure good sleep quality, can effectively improve attention, learning

ability, memory ability, adjust emotional regulation, maintain physical and mental health. At the same time, if you often sleep less than the recommended time, you can have problems with attention, behavior and learning. It will also increase the risk of hypertension, obesity, and diabetes.

In addition, more and more research has shown that adequate sleep and high quality sleep quality are many good for people, one of which is that sleep will affect a person's positive mood and spirit, so that students have more energy to study.

1.11 Limitations of The Research

This study shows the academic situation of Chinese Middle school students mainly through the questionnaire survey and through the analysis of data. However, only research two schools in the Hunan region were studied, respectively Yutan Middle School and SanCha River Middle School, did not study more students across the county more extensively, so the research results have certain limitations

1.12 Scope of The Study

This paper mainly analyzes the factors of Chinese middle school students, so the first objects are all the students and the factors that affect their performance. It investigated 200 urban middle school students and 200 rural students. The scope of the study mainly includes the study of the 400 students on each factor from four family aspects, the social factors, the psychological construction aspects, and the school environment.

1.13 Summary

Nine major factors are discussed here, identifying various factors affecting students' academic performance and identifying the relevance and relevance between family learning atmosphere, school learning facilities, teacher teaching methods, school learning atmosphere, learning stress, motivation, sleep quality, family finances, time management and student academic performance.

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