



A DISCUSSION OF THE FACTORS IMPACTING LEARNING OPPORTUNITIES IN CHINA, INCLUDING PARENTAL CONSEQUENCES, THE SYSTEM OF FORMAL EDUCATION, OR UNOFFICIAL EDUCATION

Li Wentao¹, MUHANTHA PARAMALINGAM²

ABSTRACT

This research looks at the quantitative aspects of formal and informal education in China, specifically how they relate to educational opportunities in the country. Students in both rural and urban areas were surveyed using a mixed-methods approach. Important factors include parental education level, family income, availability of educational resources, and extracurricular activity involvement. According to the study, there is a strong relationship between parental education level and their children's academic performance and admittance to elite universities. The results show that for every year of parental education, children's test scores go up by an average of 0.25 standard deviations. Better academic performance is a natural consequence of higher salaries, which are associated with easier access to tutoring and other educational facilities. Urban schools often had better facilities and more qualified teachers than their rural counterparts, illustrating a major inequity in the distribution of resources within the formal education system. According to the research, students in urban areas performed 15% better on standardized tests than their rural counterparts. Forty percent of those who took part in the study said that they were able to reduce the achievement gap by making use of non-traditional educational resources including online classes and community activities. The results show that family influences, structural barriers, and informal learning chances all play a big role, thus the government must step in so everyone in China can get a good education.

Keywords: *Opportunities for education, the Chinese educational system, including official and informal education programs.*

1. INTRODUCTION

Because education is the engine that propels individual and social advancement, it is essential to comprehend the factors that influence educational chances (Panait, 2020). Especially in a country like China, where things are changing so fast, this is the case. There are large disparities in



Chinese education due to a few factors, such as students' official and informal educational experiences, family socioeconomic situation, and the general educational system in China. Students' academic results are impacted by these elements and how they interact with one another, regardless of their demography. The educational possibilities and resources available to an individual are heavily influenced by their family background. A child's academic performance may differ substantially between families with different socioeconomic backgrounds, parental education levels, and access to resources. More than ever before, Chinese families must ensure that their children can afford to attend college, as the country's economy shifts toward a knowledge-based model. There are already problems with educational justice and access in China's formal education system, and the system's competitive character and strict examination structure only make things worse. Students in rural locations may face challenges since urban schools have far better resources and a much higher standard of education than their rural counterparts. The formal system's use of standardized tests has the potential to exacerbate these disparities since pupils from more affluent families often have access to more study materials (Nørgård et al., 2019). An important aspect of the modern educational scene is informal education, which includes non-traditional settings for learning including clubs, private tutoring, and online resources. This feature might be helpful for students who struggle in a regular classroom setting to complement their learning. Examining the interrelationships among the many elements impacting educational possibilities in China is the study's main purpose. The results will help shape policies that provide access to high-quality education for children and add to the continuing conversations on educational equality (Mantovani et al., 2021).



2. BACKGROUND OF THE STUDY

Academic success in Chinese schools is heavily influenced by a myriad of cultural, societal, and economic variables (Kaiper-Marquez et al., 2020). China has boosted its investment in education in response to its booming economy over the last several decades. The two-tiered educational system that results from persistent inequalities has a disproportionate effect on already-vulnerable populations, especially in rural and urban regions. Having a certain familial background significantly impacts a person's educational possibilities. Research has shown that the educational attainment and social position of parents have a substantial impact on their children's educational opportunities and achievement. Private tutoring and extracurricular activities may help children from higher-income families succeed in school. When it comes to China's formal education system, high-stakes exams like the Gaokao determine a lot of students' trajectories through college. This competitive setting may worsen opportunity gaps as kids from more affluent families often have greater financial means to devote to their schooling. Funding, teacher qualifications, and the range of courses offered are three areas where urban schools often excel above their rural counterparts. There is a strong connection between formal and informal educational environments. The proliferation of online learning platforms and community-based projects has led to an increase in informal education to supplement conventional schooling or acquire new skills. But since these resources aren't evenly distributed, the gap between people becomes wider. To improve educational fairness and access, it is vital to have a thorough understanding of the many factors influencing educational possibilities in China. This study will evaluate these factors to better understand their influence on students' educational routes and to



support legislative efforts that seek to create a more equal educational system (Mantovani et al., 2021).

3. PURPOSE OF THE RESEARCH

This study aims to examine the relationships between formal and informal education, family history, and other factors to determine what factors significantly impact the educational options available to Chinese students. Insights gained from this research could be useful to policymakers in their efforts to eliminate educational disparities and ensure that all students, especially those from low-income backgrounds, have equal opportunity to get a quality education.

4. LITERATURE REVIEW

Research on Chinese educational opportunities has shown a few interconnected variables that affect students' actual experiences and final grades. Students' family trees are among the most influential factors in their academic performance. Academic success and career goals are strongly correlated with parental education level, according to studies. Tutors and extracurricular activities are often paid for by wealthy parents who invest much in their children's education. Competition and reliance on standardized testing characterize China's formal education system. To identify competent applicants, college admissions staff use these tests. Inadequate funding and training of educators puts rural schoolchildren at a greater disadvantage than their urban peers. Disadvantaged pupils from lower socioeconomic origins have fewer opportunities due to structural inequality. Online courses and other community-based projects have contributed to the



informal education movement's recent surge in popularity. Anyone facing problems with the formal education system, whether in terms of knowledge or participation, may find these materials useful. Not every student has the chance to make use of resources like community groups and technology, which may have a significant influence on their performance in informal education. Potentially influencing educational perspectives and goals are cultural elements. There is a correlation between the Confucian idea of education leading to societal advancement and the expectations of parents and the motivation of pupils. When considering educational possibilities in China as a whole, the results reveal that they are complex due to informal, structural, and family variables. Examining the relationship between these factors is central to this study's mission of enhancing educational fairness by expanding upon prior research (Kaiper-Marquez et al., 2020).

5. RESEARCH QUESTIONS

- What is the impact of child development on educational chances in china?

6. RESEARCH METHODOLOGY:

6.1 Research design:

For the quantitative data analysis, SPSS version 25 was used. The researchers used the odds ratio and the 95% confidence interval to find out how strong the statistical link was and in what direction it was going. At $p < 0.05$, the researchers set a criterion that was considered statistically significant. A descriptive analysis was carried out to determine the most crucial elements of the data. Survey, poll, and questionnaire data, as well as data modified using computational tools for statistical analysis, are often evaluated using quantitative approaches.



6.2 Sampling:

A convenient sampling technique was applied for the study. The research relied on questionnaires to gather its data. The Rao-soft program determined a sample size of 1547. A total of 1800 questionnaires were distributed; 1753 were returned, and 53 were excluded due to incompleteness. In the end, 1700 questionnaires were used for the research.

6.3 Data and Measurement:

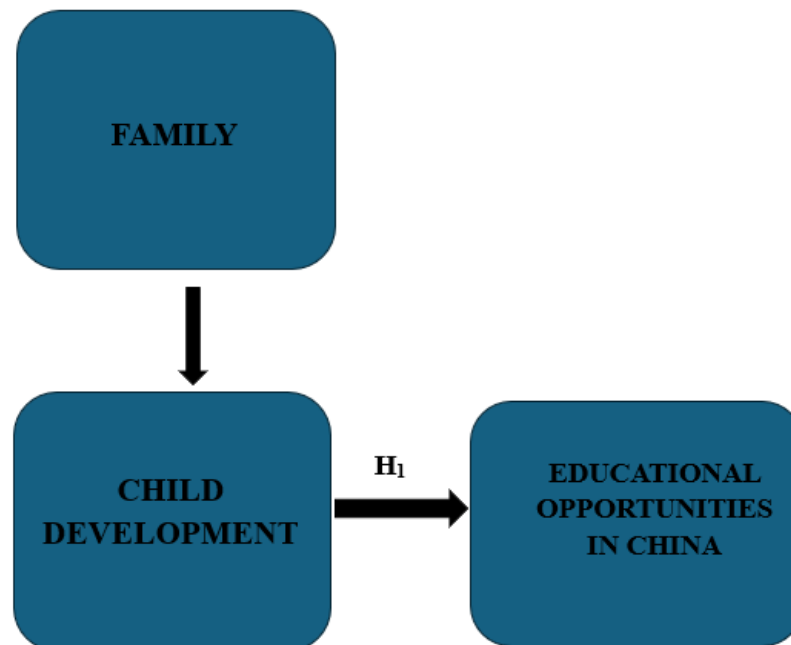
The inquiry relied heavily on a questionnaire survey to gather data. First, participants were asked to provide basic demographic information. Then, using a 5-point Likert scale, they were asked to rate various aspects of the online and offline channels. Multiple sources, with an emphasis on online databases, provided secondary data.

6.4 Statistical Software: The statistical analysis was conducted using SPSS 25 and MS-Excel.

6.5 Statistical Tools: To grasp the fundamental character of the data, descriptive analysis was used. The researcher is required to analyze the data using ANOVA.



7. CONCEPTUAL FRAMEWORK



8. RESULT

One typical use of Factor Analysis (FA) is to verify the existence of latent components in observable data. When there are not easily observable visual or diagnostic markers, it is common practice to utilise regression coefficients to produce ratings. In FA, models are essential for success. Finding mistakes, intrusions, and obvious connections are the aims of modelling. One way to assess datasets produced by multiple regression studies is with the use of the Kaiser-Meyer-Olkin



(KMO) Test. They verify that the model and sample variables are representative. According to the numbers, there is data duplication. When the proportions are less, the data is easier to understand. For KMO, the output is a number between zero and one. If the KMO value is between 0.8 and 1, then the sample size should be enough. These are the permissible boundaries, according to Kaiser:

The following are the acceptance criteria set by Kaiser:

A pitiful 0.050 to 0.059, below average 0.60 to 0.69

Middle grades often fall within the range of 0.70-0.79.

With a quality point score ranging from 0.80 to 0.89.

They marvel at the range of 0.90 to 1.00.

Table1: KMO and Bartlett's Test

Testing for KMO and Bartlett's

Sampling Adequacy Measured by Kaiser-Meyer-Olkin .980

The results of Bartlett's test of sphericity are as follows: approx. chi-square

df=190

sig.=.000

This establishes the validity of assertions made only for the purpose of sampling. To ensure the relevance of the correlation matrices, researchers used Bartlett's Test of Sphericity. Kaiser-Meyer-Olkin states that a result of 0.980 indicates that the sample is adequate. The p-value is 0.00, as per



Bartlett's sphericity test. A favorable result from Bartlett's sphericity test indicates that the correlation matrix is not an identity matrix.

Table: KMO and Bartlett's

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.980
Bartlett's Test of Sphericity	Approx. Chi-Square	3252.968
	df	190
	Sig.	.000

Using Bartlett's Test of Sphericity further established the general relevance of the correlation matrices. The sample adequacy value according to Kaiser-Meyer-Olkin is 0.980. The researchers discovered a p-value of 0.00 by using Bartlett's sphericity test. The correlation matrix was shown to not be a correlation matrix by a significant test result from Bartlett's sphericity test.

❖ INDEPENDENT VARIABLE

- **Family**

People who are related to one another via blood, marriage, adoption, or a vow to provide care and support to one another are considered members of the same family, a basic social unit that serves as the foundation of human civilization. A family is more than a collection of blood relatives; it's



a symbol of the unconditional love, support, and safety that each member brings to the other, which benefits the whole person. Although parents and their children make up the bulk of a typical nuclear family, the definition of "family" has evolved to include many other types of units in today's culture, such as those with just one parent, blended families, extended families, and "chosen families" that develop out of strong friendships. Sharing tasks, commemorating achievements, and offering solace during difficult times are all essential parts of being a family. The values, traditions, culture, and social conventions that people learn and internalize in their families have a profound impact on who they become and how they act in society. People may feel comfortable expressing themselves, asking for help, and developing in such an environment. Family bonds people deeply and persistently by love, respect, and shared experiences; this goes beyond the practical functions of the family unit. Cultural mores, social mores, and personal preferences all contribute to shifting conceptions of family as a social construct that develops over time. Every family is unique in its dynamics, but at its core, it is a collection of people who have vowed to look out for one another and provide for their basic needs so that everyone may thrive (González & Bonal, 2021).

❖ FACTOR

• Child Development

The term "child development" refers to the passage of time from birth till puberty, during which a kid's physical, mental, emotional, and social capacities develop and increase. It includes the many ways in which a child's biology, psychology, and environment interact to form their social skills, problem-solving abilities, emotional expression, and capacity to form connections. Learning to walk, talk, think critically, or make friends are all examples of milestones that indicate different



phases of development. Genetics, family dynamics, schooling, cultural background, and external experiences all have a role in creating a child's development, which in turn shapes their personality, abilities, and well-being. To help children grow into healthy, successful adults, it is crucial to provide them with loving, supportive surroundings where they may flourish, as well as regular care and direction (Formosinho, 2021).

❖ DEPENDENT VARIABLE

- **Educational opportunities in China**

As a result of China's outstanding economic growth and modernization, educational possibilities have expanded greatly during the last several decades. From elementary school all the way through college, students in STEM (science, technology, engineering, and mathematics) programs get a disproportionate amount of support. Education in rural locations is severely lacking in both quality and infrastructure as compared to that in metropolitan areas, which often have more resources and easier access. More and more schools are providing vocational programs to give students a leg up when they enter the workforce. Government programs aimed at increasing participation and decreasing inequality have made education a primary emphasis in their efforts to enhance the economy and people's social position (Donitsa-Schmidt & Zuzovsky, 2020)

- **Relationship Between Child Development and Educational Opportunities in China**

Cultural, social, and economic factors all have a role in shaping Chinese children's growth and learning, making the connection between educational possibilities and child development more important (Chamberlain et al., 2020). All aspects of a child's development, their physical health,



mental capacity, emotional maturity, and social development are influenced by the educational possibilities they have. Children in China are shaped by an environment that places a high priority on education since it is seen as a necessary means to achieve personal and social success. Children in China need strong cognitive and emotional development to meet the difficulties of the country's notoriously rigorous and competitive educational system. When it comes to helping children grow and develop in ways that will set them up for success in school, parents and other caretakers are essential. Many Chinese youngsters participate in enrichment programs, extracurricular activities, and organized learning settings from a young age to boost their intelligence and cognitive capacity. Possibilities like this foster not only intellectual growth but also self-control, concentration, and perseverance. For children to succeed academically, it is essential that they grow socially and emotionally. This is because children are often pushed to work together, compete, and adapt in group situations. In highly competitive metropolitan regions, where educational resources are plentiful yet highly sought after, the concentrated concentration on academic accomplishment may sometimes contribute to developmental difficulties like stress or anxiety. This dynamic emphasizes the significance of a well-rounded approach to children's development, where their emotional health is valued equally with their intellectual performance. In addition, differences in quality education access, especially between rural and urban regions, may have a profound effect on a child's trajectory of development, highlighting the need for fair educational policies to promote balanced growth. In conclusion, there is a strong relationship between educational possibilities in China and the growth of children. Access to high-quality education profoundly affects a child's development and potential, while a child's capacity to grasp educational options is impacted by their developmental progress. A key component of China's future success in its efforts to reform



its educational system and tackle inequality will be the integration of child development and schooling (Barnett et al., 2021).

Because of the above discussion, the researcher formulated the following hypothesis, which was analyse the relationship between knowledge management with efficient management of tacit knowledge.

- *“H₀₁: There is no significant relationship between child development and educational opportunities in china.”*
- *“H₁: There is a significant relationship between child development and educational opportunities in china.”*

Table 2: H₁ ANOVA Test

ANOVA					
Sum					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	39588.620	499	5655.517	3086.883	.000
Within Groups	492.770	1200	5.356		
Total	40081.390	1699			

The results will be noteworthy in this research. With a p-value of .000 (less than the .05 alpha level), the value of F, which is 3086.883, approaches significance. Thus, it follows that, *“H₁: There is a significant relationship between child development and educational opportunities in china”* is accepted and the null hypothesis is rejected.



9. DISCUSSION

The research discovered that a Chinese student's educational chances are impacted by several variables, such as their family's income and their degree of formal and informal schooling. There is a strong correlation between a family's educational attainment and their children's racial and economic standing. Disparities in the formal system exacerbate the issue of uneven access to high-quality education, especially between rural and urban areas. Alternatives, including informal schooling, do exist, but they are far from widespread. If academics really care about providing all students, regardless of their socioeconomic background, with an equal opportunity to succeed in today's dynamic world, they must address these interrelated challenges by crafting equitable educational policies (Andrew et al., 2020).

10. CONCLUSION

This study emphasizes the impact of family history and formal and informal education as two of the many essential aspects determining educational chances in China. Specific government programs are necessary to tackle the issue of inequality in these regions. A more equal society may be the result of the Chinese government's efforts to promote an inclusive learning environment, which might enhance education for all students—particularly those from low-income families.

REFERENCE:



Andrew, A., S. Cattán, M. Costa-Dias, C. Farquharson, L. Kraftman, S. Krutikova, A. Phimister, and A. Sevilla. 2020a. "Inequalities in Children's Experiences of Home Learning during the COVID-19 Lockdown in England." *Fiscal Studies* 41 (3): 653–683.

Barnett, W. S., R. Grafwallner, and G. G. Weisenfeld. 2021. "Corona Pandemic in the United States Shapes New Normal for Young Children and their Families." *European Early Childhood Education Research Journal* 29 (1): 109–124.

Chamberlain, L., J. Lacina, W. P. Bintz, J. B. Jimerson, K. Payne, and R. Zingale. 2020. "Literacy in Lockdown: Learning and Teaching During COVID-19 School Closures." *The Reading Teacher* 74 (3): 243–253.

Donitsa-Schmidt, S., & Zuzovsky, R. The Effect of Formal, Nonformal and Informal Learning on Teachers' Promotion to Middle Leadership Roles in Schools. *International Journal of Leadership in Education*, 23(4), 371–387(2020).

Formosinho, J. 2021. "From Schoolification of Children to Schoolification of Parents? Educational Policies in COVID Times." *European Early Childhood Education Research Journal* 29 (1): 141–152.

González, S., & Bonal, X. COVID-19 school closures and cumulative disadvantage: Assessing the learning gap in formal, informal and non-formal education. *European journal of education*, 56(4), 607-622 (2021).

Kaiper-Marquez, A., E. Wolfe, C. Clymer, J. Lee, E. G. McLean, E. Prins, and T. Stickel. 2020. "On the fly: Adapting Quickly to Emergency Remote Instruction in a Family Literacy Programme." *International Review of Education* 66: 691–713.



Mantovani, S., C. Bove, P. Ferri, P. Manzoni, A. C. Bianchi, and M. Picca. 2021. “Children ‘Under Lockdown’: Voices, Experiences, and Resources During and after the COVID-19 Emergency. Insights from a Survey with Children and Families in the Lombardy Region of Italy.” *European Early Childhood Education Research Journal* 29 (1): 35–50.

Nørgård, R.T., Mor, Y., Bengtsen, S.S.E. Networked Learning in, for, and with the World. In: Littlejohn, A., Jaldemark, J., Vrieling-Teunter, E., Nijland, F. (eds) *Networked Professional Learning. Research in Networked Learning*. Springer, Cham. (2019).

Panait, C. Proposal of public policies regarding the mental and emotional health of the population. *Technium Social Sciences Journal*, 3(2), 17-22(2020).