

The Influence of Suzhi Education on Middle School Students' Interest in Learning and Learning Initiative - Under Chinese Education Mode (Private School and Public School)

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Abstract. In the more than 30 years of the educational history of China, there have been three phases of quality education development, with China presently in the third stage. Quality education is in the process of being formed gradually and vigorously promoted. This paper focuses on how middle school pupils' development of learning interest and autonomy is impacted by high-quality instruction. This survey's primary goal is to investigate how Wenzhou Experimental Middle School successfully implements quality education, and it has received a very positive response. The researcher selects a private middle school in Dalian Royal Middle School, which has pretty evident educational quality, for study and comparison to raise the accuracy and decrease the constraints of the survey. It is appropriate for Wenzhou Experimental Middle School to completely implement the idea of quality education and make the development of students' abilities and learning autonomy the first teaching aim, according to an analysis of pertinent reports and survey results. This strategy does, however, come with a lot of restrictions and guidelines from different angles.

Keywords: Suzhi education, private school, public school, learning autonomy.

1. Introduction

In contemporary society, many people strive for educational integrity. Numerous schools have started to make substantial changes to their curricula and teaching methods because of the adoption of Suzhi education, and they have gotten a positive response. Investigated on the ground is Wenzhou Experimental Middle School, a quality education demonstration institution. Findings show that different facets of everyday student learning exhibit the quality of education. These programs cover topics including robotics, artificial intelligence (AI) programming, weaving, architecture, woodworking, and cooking, among others. Most of these courses cover the kind of tasks that students can experience every day. The school does not unilaterally change the attendance of students who are expected to participate in interest classes, even during the last week. Additionally, Wenzhou Experimental Middle School allows students to select their own interest classes, which improved rather than lessened the kids' initiative and passion for the main course learning, according to the school's inquiry and research. Additionally, the school will let pupils take part in challenging contests, such as Novelty Originality Creativity, a nationwide contest. Young artists submit a lot of innovative pieces to the competition.

To better suit the needs of their students and improve educational equity, many private schools adopt school-based curricula, except for middle schools in the public sector. The Dalian Royal Middle School is an ordinary private school where students can select their own curriculum. Students' study indicates that they only come to class once a month and that it is always tense since it is either test week or review week. Private school students have less possibilities to enroll in courses they are interested in during school hours, yet some of them have shown studying initiative.

The Chinese Suzhi education revolution, according to the materials, has three phases [1]. The third stage of Suzhi education began in 2015, and as of this writing, institutions and the Chinese government have completely incorporated the Suzhi educational system into students' regular academic pursuits. The research from the Wenzhou Experimental Middle School highlights the importance of Suzhi education. To support the growth of students' own hobbies, there are a range of unique classrooms and offices for students and instructors from worldwide universities. Children who

are taught to undertake research and take part in pertinent contests will naturally acquire self-study, motivation, and time management skills. Additionally, this is the overall relevance of Chinese Suzhi education for all teenagers and the entire society. The most significant intellectual growth takes place between the ages of sixteen and thirty, thus we must always keep this in mind while discussing education [2]. The purpose of Suzhi education is described in the line, as is the relevance of fostering middle school pupils' interests. Since kids may readily construct their own worldviews and recurring patterns during this period, the middle school years are the most pivotal in terms of growth.

The goal of this study is to compare students from public and private schools to see if Suzhi education influences kids' interest in and initiative in studying. Although Suzhi education policy is implemented in both public and private schools, there are differences between public and private schools in Suzhi education's core principles. Class frequency, punishments thereafter, and student incentives, for instance, all differ. The student-oriented study focuses on the questionnaire technique. Results from students are gathered to show their preferences for different subjects, the factors influencing those preferences, and if they actively engaged in events or activities connected to their preferred courses. The study's importance stems from the fact that China's quality education curriculum has changed over the years and that socialization construction calls for a variety of skills. The goal of this thesis is to explain Suzhi education and promote its expansion since it is crucial to the educational revolution.

2. Methodology and Research Design

2.1. Object of Research and Assumption

To increase the precision of scientific study findings, the influence of educational geography and school type on outcomes is reduced. The locations of the current thesis are represented in Table 1 by Dalian Royal Middle School and Wenzhou Experimental Middle School. Northeast China's Dalian Royal Middle School, a typical private middle school, is located there. Additionally, Wenzhou Experimental Middle School is located in the south. The middle school develops into an important suzhi educational institution.

These two middle schools are also the study's subjects because of their local reputation for excellence. Beijing Royal School, which shares Beijing's management style, combined Dalian Royal School with it. Additionally, the Beijing Royal School has a lengthy history in education.

This is the first private school where participation in zhongkao and gaokao is permitted. On the other side, Dalian Royal School makes an effort to fully develop kids so that they may arbitrarily decide to study abroad or in China similar to Wenzhou Experimental Middle School, which has a same lengthy history in education. It may just focus on pupils' exam performance, ignoring suzhi education.

2.2. Research Methodology

The primary purpose of the study is to investigate how suzhi education affects middle school students' motivation and enthusiasm in studying. Private schools and public schools have various educational ideologies when it comes to defining the national education mode. Different educational ideals may underlie these two forms of instruction. The key argument, however, is that student views on suzhi education are the strongest. As a result, the study uses an online personal interview to gather data. As a result, 20 depth interviews for the research were conducted in Mandarin. In these two schools, it takes a random sample of 20 kids from each grade. Suzhi education is defined as the type of education that aids in improving a person's overall suzhi through long-term personality edification, knowledge accumulation, skill training, practice, reflection, internalization, and other methods [2]. So the primary goal is to explore the implications of suzhi education and how it affects students' personal growth throughout academic learning. It is preferable to conduct in-depth interviews in order to gather students' genuine reflection on school suzhi education and their own thoughts about it. These questions revolve around students' personal comments about school education and their hobbies.

Private personal interviews provide the following advantages over other methods. First off, private online interviews can safeguard kids' identities, photographs, and other personal information. It gives pupils a discreet platform on which they may fearlessly voice their opinions. Students' excessive levels of pressure can be reduced using the sort of online survey. What if the interview location is chosen on-site? It can put them under psychological strain if it's in a classroom or somewhere else than home and school. Additionally, there will be a detrimental impact on the survey results from high pressure. Second, private one-on-one interviews are practical and adaptable. if pupils are anxious about survey questions. Giving them explanations is simple. Additionally, interviewers typically provide extra details since they prefer talking to typing online.

2.3. Research Questions Design

When each interview begins, relevant queries and a laptop will be prepared to record responses from the interviewees. Each query is formulated by a researcher who focuses solely on these two institutions' suzhi education implements and their individual comments. During the interview, the researcher encourages students to reveal their genuine opinions and thoughts. In addition, the researcher takes notes on the interviewees' responses. The survey consists primarily of three sections, and each section contains a number of questions as shown in Table 1. The first section describes the students' grade, institution, and school-related interest group. It aids researchers in classifying data. Section two focuses primarily on the implements utilized by suzhi education in their institutions. In her history of modern Chinese education, In Radicalism and Education Reform in Twentieth-Century China, Suzanne Pepper details the evolution of a Chinese model of education that was a synthesis of traditional imperial methods and modern Western schooling, featuring fixed academic urban-oriented curricula and examination-based assessment systems mandated by the government. By government regulation, schools were standardized, named, and graded, and resources were concentrated in a small number of designated central schools that were marketed as leaders in educational research and exemplars of educational quality [3]. It indicates that the Suzhi education policy is implemented in a variety of ways in local institutions. Therefore, students' explanations of suzhi education can yield accurate findings regarding the form of suzhi education. Also included in this section is the frequency of suzhi-related curriculums. And why they wish to enroll in suzhi courses. It influences the development of students' study skills and initiative, as shown in Table 2. The final section of the depth interview is the most important because it provides students with the freedom to engage in critical thinking on assessment problems and rewards from suzhi education curriculums, as shown in Table 3.

3. Result

According to Table 1, there are a total of twenty interviewers. Ten of them are from Dalian Royal Middle School, while the remaining ten are from Wenzhou Experimental Middle School. For the consistency of the survey, the same number of seventh-, eighth-, and ninth-grade students participated in the online interview at each school: two seventh-graders, four eighth graders, and four ninth graders. Table 1 is also reflected the students' preferred specialization courses in school, which is another piece of essential data. It is evident from the ten students at Dalian Royal Middle School that their interests in specialty courses are more diverse, encompassing academic, athletic, and artistic subjects. Basketball and volleyball are the most popular sports items, accounting for 33.33 percent. 60% of the academic class is comprised of STEM and language courses, while only 10% is comprised of art classes. Table 1 also reveals that these two institutions provide suzhi education through interest courses. The school provides students with educational resources, such as equipment, instructors, classrooms, etc., so that they may pursue their own learning interests.

Table 1. Basic information collection

School name	Student number	Grade	Interested class
Dalian Royal Middle School	Student 1	Grade 7	Basketball
Dalian Royal Middle School	Student 2	Grade 7	Basketball
Dalian Royal Middle School	Student 3	Grade 8	Volleyball
Dalian Royal Middle School	Student 4	Grade 8	Science
Dalian Royal Middle School	Student 5	Grade 8	Spanish
Dalian Royal Middle School	Student 6	Grade 8	Spanish
Dalian Royal Middle School	Student 7	Grade 9	Biology
Dalian Royal Middle School	Student 8	Grade 9	Biology
Dalian Royal Middle School	Student 9	Grade 9	Computer Science
Dalian Royal Middle School	Student 10	Grade 9	Design
Wenzhou Experimental Middle School	Student 11	Grade 7	Design
Wenzhou Experimental Middle School	Student 12	Grade 7	Drawing
Wenzhou Experimental Middle School	Student 13	Grade 8	AI
Wenzhou Experimental Middle School	Student 14	Grade 8	AI
Wenzhou Experimental Middle School	Student 15	Grade 8	AI
Wenzhou Experimental Middle School	Student 16	Grade 8	AI
Wenzhou Experimental Middle School	Student 17	Grade 9	AI
Wenzhou Experimental Middle School	Student 18	Grade 9	Robot
Wenzhou Experimental Middle School	Student 19	Grade 9	Robot
Wenzhou Experimental Middle School	Student 20	Grade 9	Cooking

Table 2. Implements of suzhi education

Student number Grade	Interested class	Frequency of interested class	Why you choose this class?
Student 1 Grade 7	Basketball	Once a week	I like PE and basketball teaches me what is group work. Through school, it makes me take part in district competition.
Student 2 Grade 7	Basketball	Once a week	I love PE because it is not STEM classes. And I love group working.
Student 3 Grade 8	Volleyball	Once a month but will be canceled because other teachers will replace it	I love teamwork.
Student 4 Grade 8	Science	Once a month but will be canceled because final	I choose science because teacher teaches us to make dynamo, and I made it. It shocks me so I want to learn more about physics.
Student 5 Grade 8	Spanish	Once a month but will be canceled because final	I like it because I am good at learning langue.
Student 6 Grade 8	Spanish	Once a month but will be canceled because final	I like translation work and I always translate English literature works. Learning Spanish can help me realize how English words form.
Student 7 Grade 9	Biology	It was canceled because zhongkao	teacher brings us go outside to learn diversity of biology.
Student 8 Grade 9	Biology	It was canceled because zhongkao	I love biology because the class content is vivid, and I like chemistry is that I can do experiments.

Student 9 Grade 9	Computer Science	It was canceled because zhongkao	I like CS class because the teacher teaches us how to make cartoon and editing game. I choose design because my parent always takes me to various exhibitions on clothing, manufacture goods. It is interesting.
Student 10 Grade 9	Drawing	It was canceled because zhongkao	For me, I like design because I like sewing and designing clothes. And our school has professional teachers to tell us how to make clothes, and school takes exhibitions for us.
Student 11 Grade 7	Design	It is stable schedule, twice per week.	School has professional classroom and equipment, and I can create and editing diverse programs.
Student 12 Grade 7	Design	It is stable, twice a week and it will not be canceled	School has AI scarecrow plan which is designed by us. In this class, I can be an inventor.
Student 13 Grade 8	AI	Stable schedule, twice a week	I like creating and I always have innovative ideas
Student 14 Grade 8	AI	Twice a week, it never changes	I like intelligent program; in the class I can make it by myself.
Student 15 Grade 8	AI	Twice per week.	AI is the best way to come true my dream
Student 16 Grade 8	AI	Twice a week	AI can help me to come true my dream
Student 17 Grade 9	AI	Twice a week. Never change	I like Iron man; in the class I can make similar cool robot like him
Student 18 Grade 9	Robot	Twice per week	Robots' battle is so cool, school provides us a great classroom
Student 19 Grade 9	Robot	Twice per week	I can edit program to create machine
Student 20 Grade 9	Robot	It is stable twice a week	

Notes: student 1-10 from Dalian Royal Middle School and student 11-20 from Wenzhou Experimental Middle School

Table 2 focuses primarily on the second section of the interview, which discusses the suzhi education tools, and includes two questions: what is the frequency of intriguing classes per week and why did you choose this class? Through interviews with two schools and twenty students, it is revealed that Dalian school's lack of a consistent schedule for students is a common occurrence for a variety of reasons, including examinations, review week, and class replacement. There is only one class per week. However, based on interviews with middle school students at Wenzhou Experimental Middle School, they report that there is a consistent schedule for an engaging class, and they can take it twice per week. Regardless of the response, the study asks a random follow-up question: Has your desired course ever been terminated or suspended? According to a Wenzhou Experimental Middle School pupil in grade 7 and in the 12th grade, "It is stable, twice a week, and will not be canceled." She provides an accurate and positive response with her remarks. The school provides pupils with a consistent and regular schedule, with a higher frequency than Dalian's school. Based on student 17 in ninth grade, is intrigued by robot class. When the researcher questions whether he has previously altered a class schedule due to student interest, he responds affirmatively. And he responds resolutely, "It is stable; it will never change." Despite having the same educational policy, each school and area has a unique understanding of and approach to implementing suzhi education, as demonstrated by the results of the two schools' interviews. A number of variables may contribute to education inequality issues in Suzhi: The economy has the greatest impact on educational inequality. According to

Coleman's report, discrepancies in how well children performed in school were largely attributable to their families' socioeconomic status [4]. Since the publication of that report, numerous empirical studies have demonstrated the close relationship between students' economic status and their academic achievement, behavior, etc. For instance, White conducted a meta-analysis and discovered that the correlation between economic capital and academic achievement is approximately 0.22 [2].

This indicates that a one-point increase in children's economic capital will result in a 0.22-unit increase in their academic achievement. The Chinese economy has experienced a severe recession from 2019 to 2022 due to COVID. Due to the negative impact of the epidemic, the impact of each location and family cannot be measured by standards, and this negative impact is irreversible for every child in the family. Even though children are not in the workforce, online courses have had an impact on them. During the three years of junior high school, many students spend only one month in school and the balance of their time at home. However, some left-behind children lack the resources to attend online classes at home, and the learning loss they experience is exacerbated by the economic loss at home. During the COVID-19 pandemic, when children were quarantined at home, experts feared that poor children would lose more learning than their peers [5]. Zhang et al. examined data collected during the COVID-19 pandemic in Shanxi Province, China [6]. They discovered that almost all children's economic resources decreased, but those left behind were severely affected.

Table 2 contains additional information regarding the reasons why students would like to enroll in the desired course. There are two primary categories of motives: exterior and interior motives. Five Dalian Royal School students select classes based on their passions and aspirations. And the other five pupils would like to be in those classes due to the influence of their instructors, the macro environment, and their parents. Additionally, ninety percent of students at Wenzhou Experimental Middle School select their preferred classes based on their dreams and interests. Due to additional environment, only one of them decides.

Table 3. In-depth Interview of two school students

School	Student Grade	Would you like to initiatively learn relevant class? And what classes do you learn?	Would you like to work in a related field in the future? If so, have you ever prepared something for it?
Dalian Royal Middle school	Student 1 Grade 7	yes, basketball training class	It is just an interest for me
Dalian Royal Middle school	Student 2 Grade 7	yes, teenager basketball club	For interest, I don't have any idea about future
Dalian Royal Middle school	Student 3 Grade 8	no	Probably, I don't have any idea
Dalian Royal Middle school	Student 4 Grade 8	yes, physics class in school	Yes, I participate one national science and technology innovation competition
Dalian Royal Middle school	Student 5 Grade 8	yes, English class and extracurriculars' such as foreigner speaking class outside campus	yes, I want to be linguistic. But I have not start preparing yet.
Dalian Royal Middle school	Student 6 Grade 8	yes, English class and translate class outside campus	yes, I would like to work in the United Union to be a translator. I have translated some literature works and I am learning TOFEL right now.
Dalian Royal Middle school	Student 7 Grade 9	yes, biology class and chemistry class in school	I am not sure about my career
Dalian Royal Middle school	Student 8 Grade 9	yes, chemistry class in school	I do not have some idea about future career

Dalian Royal Middle school	Student 9 Grade 9	yes, mathematics in school	Maybe, I want to try, but no preparation
Dalian Royal Middle school	Student 10 Grade 9	yes, art curriculums in school	yes, I hope so. I took part in school exhibition, and I made designed sofa. I am preparing my portfolio
Wenzhou Experimental Middle School	Student 11 Grade 7	yes, art curriculums in school	yes, school holds exhibition on clothing, and I made some beautiful dresses. I hope to be a clothing designer.
Wenzhou Experimental Middle School	Student 12 Grade 7	yes, mathematics,	Yes. And I took NOC, competition: Novelty, Originality, Creativity. I also participate a program to do research in AIGC (Artificial Intelligence Generated Content). And I hope to study aboard.
Wenzhou Experimental Middle School	Student 13 Grade 8	yes, mathematics, computer, physics	Yes. NOC, competition: Novelty, Originality, Creativity. My AI scarecrow plan project exhibits in "Future Education" Oujiang Forum, Lucheng Innovation Zone exhibition activity.
Wenzhou Experimental Middle School	Student 14 Grade 8	yes, math class, physics	Yes. I took NOC, competition: Novelty, Originality, Creativity. AI scarecrow plan project exhibits in "Future Education" Oujiang Forum, Lucheng Innovation Zone exhibition activity.
Wenzhou Experimental Middle School	Student 15 Grade 8	yes, chemistry class, math	Yes. I took NOC, competition: Novelty, Originality, Creativity before. District exhibition and competition of innovation.
Wenzhou Experimental Middle School	Student 16 Grade 8	yes, computer class and math	Yes. I took NOC, competition: Novelty, Originality, Creativity
Wenzhou Experimental Middle School	Student 17 Grade 9	yes, mathematics	Yes. And I took NOC, competition: Novelty, Originality, Creativity
Wenzhou Experimental Middle School	Student 18 Grade 9	yes, math and physics	Yes. National robot competition, district competition. I have learned Python and C++
Wenzhou Experimental Middle School	Student 19 Grade 9	yes, biology and math	Yes. National robot competition. I have learned C programming language and participate technological competition
Wenzhou Experimental Middle School	Student 20 Grade 9	yes, math	Yes. National robot competition

The research examines how these two schools implement suzhi education and distinguish between Dalian and School based on the information and data statistics provided in the last two tables. Table

3 contains the essential interview questions for an in-depth interview, which include: Would you like to learn pertinent classes on your own initiative? What courses do you take? Would you like to work in a related subject in the future? The first query investigates whether students independently pursue their areas of interest. Table 3 reveals that, apart from one student, nearly all of the 20 students would like to take initiative in their respective courses. In addition, 19 students investigate subjects in which they excel and develop significant interests. The final query primarily assesses whether students have a genuine interest in the course they are enrolled in, as it pertains to their future. Three of ten pupils at Dalian Royal School have begun TOEFL preparation, portfolio creation, and participation in relevant competitions. Nonetheless, all Wenzhou Experimental Middle School students have prepared for their prospective applications. Even so, two seventh-grade pupils at Wenzhou Experimental Middle School have already mapped out their long-term career and academic goals. According to the data presented in the three tables, the same phenomenon holds true: students affirmatively enroll in classes that engage them, and the vast majority of them are able to identify relevant subjects. The frequency at Dalian Royal Middle School is lower than that of Wenzhou Experimental Middle School, so pupils have fewer opportunities to study what they wish. As a result, children are uncertain about how to plan their future because they lack information about career paths and how to prepare for them.

4. Discussion

Suzhi education might resolve a sort of current problems; however, it has some restrictions on curriculum setting and educational inequality.

4.1. Assessment Setting Problem and Back Consequences

Previous research demonstrates that the essence of education is not changed, which has a number of issues pertaining to deception and psychological issues. The following issue pertains to assessment reform. Education in Suzhi has a close relationship with the international perspective. The preceding introduction indicates that Suzhi education is intended to cultivate a student in all aspects. "Internationally, the holistic development of students is frequently associated with the cultivation of their holistic competencies, also known as soft skills, generic skills, and 21st-century skills" [7]. The traditional test is useful for evaluating how well students manage their coursework and what they have learned in class. Despite the fact that the objective of Suzhi education is to cultivate students' interests and academic abilities. However, the option for students to choose how to take assessments was eliminated. According to Chan & Luo's article A four-dimensional theoretical structure for student assessment literacy in holistic competency development, students should participate in their assessment critique [7]. It aids in highlighting students' contractive suggestions and opinions. Although the Chinese government has implemented numerous assessment reforms, it still faces inequity issues regarding instructors' corruption, peer evaluation, assessment efficacy, etc.

Under the exam-oriented educational system, the purpose of education is to assist students pass the Zhongkao and Gaokao examinations. These examinations are the easiest way to predict a student's future, including their career path. With the proliferation of Suzhi education, however, the education's long-term objective is to cultivate children's individuality. The *suzhi* in *suzhi* education refers to the individual, not the education, and is commonly used in phrases such as "This individual lacks quality (*suzhi*)" or "China must improve the quality of its population." The desired 'high quality' individual is well-rounded, multi-talented, moral, and patriotic" [3]. Nationalistic solely enriches standard curricula, including Chinese policy. During this course, students are expected to learn about the history and context of Chinese policy. Students in grades 3 through bachelor's level will pursue Chinese policy courses. Even in the new Zhongkao reform policy, China has alternated between closed-book and open-book examinations. Increase the test's difficulty without question. The essence of education remains unchanged despite the Chinese government's emphasis on double reduction and *Suzhi* education. Students continue to face intense pressure, which will indicate a deception problem.

Table 4. Voice from students and teachers [8]

Province & Nation	Institution	Number of students	Grade	Pro-exam (%)	Anti-exam (%)	Cheating (%)
Yunnan, China	No.10 middle school	43	11	58	42	60

Table 4 indicates that 43 11th-grade students are participating in the survey, with more than half of them choosing to plagiarize to pass the exam. According to survey results, 70% of Chinese high school students who fail the entrance examinations believe they have few, if any, career prospects, a belief that profoundly de-motivates students [8]. Recently, this exam-focused education has resulted in a significant number of discouraged students with inadequate psychological development."

4.2. Educational Inequality: Resources Scarcity---Rural and Urban; Teacher Training; Economic Property and Cultural Property

The difference between rural and urban education: "On the one hand, rural destitution is frequently attributed to the low *suzhi* of its residents, who are viewed as an impediment to China's rapid modernization and therefore deserving less income, power, and social status. As part of a larger anxiety over the educational competition, *suzhi* mania has intensified the practice of childrearing and launched China on a frantic dash toward elitism" [9].

Equality gives educators equal resources and training. The original teacher training curriculum has flaws. The education revolution has revolutionized Chinese educational demand, requiring many teachers. Traditional teacher education prepares students to teach the general curriculum and relevant issues. Given the existing educational context, the government must develop varied and comprehensive *Suzhi* educators and faculties.

Smart training must be incorporated into teacher preparation programs. In the past, COVID plagued the global educational system, and face-to-face instruction had to be conducted online. While the mode of teacher education must also be connected to high-tech and digital mode. According to an analysis of the number of teachers' reference papers in the COVID period, the paper titled 'From Technical to Smart: Hotspot Analysis and Enlightenment of Research on Distance Education for Teacher Training in China' by Zhao Xin and Xie Xiaorong is projected to increase in 2022. Intelligent technical training [10]. As *Suzhi* education spreads, it unquestionably necessitates a plethora of skills overall.

The most significant obstacle to the spread of *Suzhi* education is the lack of a unified education policy. Lin contends that the coercive concept of *suzhi* has disclosed internal contradictions that make it impossible to reach a consensus on what plural qualities comprise capital Q [11]. Inconsistent quality is ultimately less productive. *Suzhi* education has inherent problems with social hierarchy. Everyone was born into diverse families with varying socioeconomic and cultural backgrounds, which also means that their starting points are distinct. *Suzhi* education scarcely unifies a standard and specifies a quantifiable method for allocating *Suzhi* education resources. Nevertheless, with mathematical statistics and modeling, we have discovered... "On the basis of Bourdieu's theory, the researchers developed a capital perspective to explain the relationship between capital and educational inequality during the COVID-19 school closures [5]. Using longitudinal data acquired at a high school in Eastern China, this study demonstrated that economic capital influenced academic achievement during the pandemic. However, cultural capital mediated the relationship. Exam-focused cultural capital, as opposed to quality-focused cultural capital, played a crucial role in the process.

5. Conclusion

It was determined via the analysis of the replies to a questionnaire and interviews conducted with twenty students from two different schools that regardless of the quality education policies and practices that are utilized in classrooms, children like taking interest-based classes. Even though the

two schools are comparable, only a very small percentage of students at Dalian Royal middle school can determine their future path by using the skills and knowledge gained from specialized courses. However, almost all these students are eager to continue studying independently and in-depth what they discover interesting.

Although the two schools sampled in this paper are private schools and public schools, it still has the limitation of sample size and cannot comprehensively cover the quality education system of the whole country. But the results also show that, it is a good place to start, but there are still challenges to be faced, such as differences in academic ability, a dearth of financial resources, the effect of the testing environment, uneven access to educational ideas, and other factors that contribute to the predicament that was described earlier. Because enhancing students' capabilities is a long-term goal and process that is intricately connected to the status of the national economy, the state of the international economy, as well as schools, parents, and the students themselves, Suzhi education will continue. This is since improving students' abilities is a long-term aim and process. It is anticipated that Suzhi education would advance in tandem with the continued expansion of society as a whole and the unceasing efforts of educators to advance it. As a consequence of this, it is anticipated that children who get a suzhi education will play an important part in the development of society.

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