

A Comparison of Academic Load and Student Perspectives on Education Between America and China

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ABSTRACT

Education is a significant contributor towards shaping the future of our society. However, education systems and academic values in distinct countries such as the United States and China may vary and therefore have different impacts on students living in different parts of the world. This influenced this study in terms of student perspectives on various aspects of their educational experience, which includes academic load at school, tutoring, extracurriculars, and preparedness for future success in college or careers. The results show that overall, middle school and high school students in China have a higher academic load because they have more classes and spend more time at school, doing homework/studying, or receiving tutoring. However, student perspectives on the importance of grades vs. personal qualities are fairly similar between American and Chinese students, with less value on grades and standardized test scores towards future academic success. Because China has a traditionally stricter stance on academic rigor and standardized testing, this insight represents a potential shift in mindset towards education in the modern day. Future research can seek to confirm this in other regions and countries to seek a more accurate and cohesive overview of student perspectives on education.

Introduction

The importance of education and its influence on future generations is far too great to go unaddressed. The knowledge, skills, and life lessons that students learn over years of schooling are permanently integrated into who we are. Previous research shows that "educational level is an indicator of social class that compromises the opportunities of personal and social development [and] level of [mental] health is also impacted by values, representations, beliefs and attitudes" (Gil-Lacruz et al., 2020). It is inevitable that across different schools in a region, and much more significantly across different nations, education systems and quality may vary. The ability of students to thrive in these environments can be assessed by determining how they react in response to various aspects of their education systems, whether cultural or economic, tangible or intangible.

Two countries that have observably contrasting education systems and cultural influences are the United States of America and China. "The biggest difference [between attitudes in the U.S. and China] stems from an educational system that is designed fundamentally differently, said Katerina Bodovski, Professor of Education in Penn State's College of Education" (Koons, 2021). First, in terms of grade levels, Chinese middle schools and high schools consist of Grades 7 - 9 and Grades 10 - 12 respectively, whereas American middle schools and high schools are separated into Grades 6 - 8 and Grades 9 - 12. Second, Chinese students appear to perform better academically, as shown by the "Programme for International Student Assessment (PISA)", which is an international assessment of student learning that examines reading, math, and science literacy. PISA results indicate the quality of education around the world and allow educators and policy makers to learn from education systems in other countries. According to the 2018 PISA reports, China (only Beijing, Shanghai, Jiangsu and Zhejiang participated) was ranked No.1 in all 3 subjects out of 77 international systems; while the

U.S. ranked 13th in reading, 25th in science, and 36th in math. While assessments of academic performance cannot rest solely on standardized tests, especially since transparency cannot always be guaranteed (Strauss, 2019), these results show the extreme emphasis that China places on high academic performance and Chinese students' dedication to meeting those academic standards. With such a high standard, it may be easier to disregard those who do not perform as well academically in China, which presents a potential contrast with traditional American values.

Due to differences in cultural values between countries, parental involvement, while crucial in the educational experience, may vary as well. While parents' perspectives are still important to consider, one of the better ways to improve education systems is to take students' perspectives into account. A study conducted by Professor James L. Gentilucci at California Polytechnic State University emphasized that "a significant number of current studies are looking everywhere but the classroom and considering everything but the student perspective to explain why school children learn well or poorly" (Gentilucci, 2004). Another example of this gap in educational studies is a study from 2021 on the effectiveness of a specific teaching principle. Even though this research would directly affect students, previous research on the topic focused more on "grades or engagement instead of the student perspective on the elements of [the teaching principle] which enhance[s] their deep level learning" (Hailikari et al., 2021). This can be applied to many other topics of interest in education as it proves that even in very recent years, student perspectives, which should be essential to educational evaluations and research, are still often ignored.

Educational Experience

Identifying components of the educational experience, which includes workload, school/study hours, curriculum, expectations etc., is an obvious way to differentiate education between countries. As is with many other students struggling to excel and even keep up in Chinese schools, parent "Zhang Hongchun worries that his 10-year-old daughter isn't getting enough sleep. Between school, homework and after-school guitar, clarinet and calligraphy practice, most nights she doesn't get to bed before 11[pm]" (Stevenson & Li., 2021). This concern shows what an average young Chinese student's life must be like to remain academically competitive, which presents points of comparison with American students, where this lifestyle may seem extreme.

Different forms of standardized tests for college admission are also present in both American and Chinese education systems and have huge implications for student experiences. In the U.S., there is a high school standardized testing system for college admission, for which students take either the SAT or the ACT (Scholastic Aptitude Test/American College Test). However, "Most selective colleges and universities in the United States have holistic admissions" (Grove, 2019), which means that they consider other qualities of the applicant besides numerical achievements such as standardized test scores. Additionally, many American colleges (including nationally ranked schools) have adopted test-optional policies, which mean that SAT/ACT scores will no longer be required for admission. In China, The National College Entrance Examination, colloquially referred to as the "Gaokao" in Chinese, is the standardized test that takes a critical place in the educational experience of Chinese students. However, unlike in the U.S., "Chinese universities admit students based only on their Gaokao score" (WholeRen Group, 2019). As a result of the heavy emphasis placed solely on this test, "In most [Chinese] high schools, the last year or two is reserved exclusively for cramming for the Gaokao. Not only do students forgo extracurricular activities, they also forgo their individual academic interests, focusing only on the few subjects tested in the Gaokao" (Crawford, 2015). This reveals a potential major difference in requirements for high school students that can be further compared between the two countries.

Parental Involvement & Tutoring

Interest in parental involvement and its correlation with student success arises from the notion that "the home functions as the most salient out-of-school context for student learning, amplifying or diminishing the school's effect on learning" (Wang, Haertel & Walberg, 1993). These authors did not establish a position on whether or not it is beneficial, but rather it has been confirmed to be a significant contributor to student success. According to a study conducted by the Medical Center at the University of Vanderbilt, "Among both white and Black parents [assessed in the United States], education and school quality topped the list of concerns, while bullying and cyberbullying were the top concerns for parents in all other racial/ethnic groups" (Lowary, 2022).

Additionally, while it is important to note that "all parents recognize the importance of their engagement and most visit their child's school, only parents from high-performing schools feel they are regularly and meaningfully engaged in the academic success of their children" (Bridgeland et al., 2008). According to the Center for American Progress, "Surveys of parents have identified a disconnect between parents' perceptions of student progress and students' actual progress" (Benner & Quirk, 2020), indicating that some American parents may not have a complete understanding or heavy involvement in their child's education.

In China, however, a culture of parenting known as "chicken parenting" refers to "the obsessive involvement of parents in their children's lives and education," (Stevenson & Li, 2021), which causes much of the academic competition. This parenting method, which is largely based on traditional Chinese cultural values and behaviors, may diminish the school's effect on learning. Applying this to the "double reduction" policy, Chinese parents may feel the need to become even more personally involved in their children's education than before, which may contradict a student's educational needs and wants.

In July 2021, a "double reduction" policy was issued by the Chinese government, which banned all paid tutoring services. Many Chinese parents enroll their children in hours of tutoring and extra classes every week just so they can stay ahead. For example, an unnamed Chinese student, whose family "lives in Beijing's top public school district of Haidian...is set to begin middle school in the fall, [and] spends about three hours a day at online group classes and one or two hours of one-on-one tutoring a week" (Ye, 2021). China's private education industry is worth over \$20 billion (Palmer, 2021), primarily because Chinese families, especially those who live in more affluent urban areas, are willing to spend thousands of dollars on education, revealing strong educational values related to cultural mindsets. As a result, the primary motives for this ban are said to be to "lessen the cost burden on parents and the strain on children and "encourage hobbies and cultural interests after school" (Palmer, 2021). However, as of now, it is hard to discern what long-term impacts of this ban will be.

Formulation of Research Question

The primary objective of this research is to gain a better understanding of the American and Chinese educational systems, especially from students' perspectives. Academic load is an integral aspect of an educational system and can be defined by the amount of effort or time a student must put into their studies to achieve a certain level of academic success. Assessing this addresses a gap in the field of study: how students feel and respond to the workload and expectations that are required of them. This is important because it is not the adult generation that will grow to be responsible for the world's future, but rather the students of today. Therefore, it is crucial that their perspectives are thoroughly analyzed when making decisions regarding education. A clear understanding of student perspectives is essential to evaluating the impacts of major changes in education, such as the recent "double reduction" policy in China and a trend of college test-optional policies in America. The research question aims to draw conclusions based on these inquiries: To what extent do academic load and student perspectives on education compare between American and Chinese students?

Method

To address the research question, Descriptive Research methodology is used to facilitate data collection and data analysis. Descriptive Research is aimed at casting light on current issues through making observations that enable researchers to thoroughly describe different aspects of a phenomenon or a population. In this study, comparative analysis will also be conducted in order to identify similarities or differences between American and Chinese education systems and student perspectives. Descriptive Research is a logical choice because this study is not focused on a specific issue in education systems, but rather seeks to obtain insights on general academic experiences through observations and data analysis. This provides a realistic understanding of education in America and China.

The instrument used to conduct this study was online survey using Qualtrics™. The survey questionnaire was designed to collect the data and information to address the research question. The first question was informed consent, which had the informed consent form hyperlinked. The informed consent form was translated into Chinese to ensure accurate understanding of the study by Chinese students. The survey questions are divided into four categories: (1) basic demographic questions (e.g., grade, gender, type of school), and (2) questions related to academic load, (3) parental involvement, and (4) student perspectives. Questions regarding academic load revolve around the number of courses, hours spent at school and doing homework/studying, extra tutoring or classes outside of school, etc. Questions related to student perspectives target a student's reactions to the perceptions of various factors related to academic success. Academic success was not specifically defined, allowing the participants to determine its meaning for themselves.

This research is a comparative study involving students in two countries. Therefore, 4 participant groups were chosen: American middle schoolers, American high schoolers, Chinese middle schoolers, and Chinese high schoolers. Subsequently, 3 versions of the survey were designed for Chinese middle schools, Chinese high schools, and American schools (middle school and high school combined). Small modifications were made to each version of the survey in order to be applicable to the country/grade level (which were not needed to separate American middle school and high school). The survey questions for students in China were written in both English and Chinese for ease of communication as well to provide a potential learning opportunity for the target participants (who are required to learn English as a foreign language in school).

The surveys were electronically sent out to middle school and high school students in both China and America. For the American students, teachers at my local middle school and high school were contacted to send the survey link to their students. For the Chinese students, friends and family in China were contacted to identify potential participants, and the students were asked to share the surveys with their classmates to expand the participant pool. The Chinese participants came from four cities (medium to large size) and included both public and private (international) schools.

Results

The survey questions in this study included various types of questions, such as multiple-choice questions, free-answer questions, and ranking questions. Therefore, both qualitative and quantitative data were generated for analysis and evaluation. Statistical analyses were performed on quantitative data to draw valid conclusions.

Demographic Data

The surveys were designed to create points of comparison; students from middle schools and high schools in the U.S. and China were surveyed. A total of 77 complete responses were received. Incomplete responses were not included in the data analysis. The number of participants from the U.S. and China are similar, and

the percentage of female participants are not drastically different between the two countries (Table 1). American and Chinese student grade levels were not moved to match in order to create valid points of comparison according to their academic experiences. For example, in the U.S., there are 20 ninth graders, and in China, there are 24 tenth graders, but both groups are in their first year of high school.

Table 1. Demographic information of participants

	US	China	Total
Middle School	7 (43%)	12 (42%)	19 (42%)
High School	30 (67%)	28 (54%)	58 (60%)
Total	37 (62%)	40 (50%)	77 (56%)

*Number of students (female percentage)

Academic Load

Academic load encompasses the number of classes a student takes, the number of hours spent at school, and the number of hours spent on homework/studying. Additionally, extra help outside of the classroom is another factor that was considered because it can enhance student learning. The survey results indicate that on average, Chinese students take 2 more classes per semester than American students at this particular public school district in both middle school and high school (Fig. 1). Consequently, Chinese students also spend more time at school each day, averaging between 2-2.5 hours more than American students (Fig. 2).

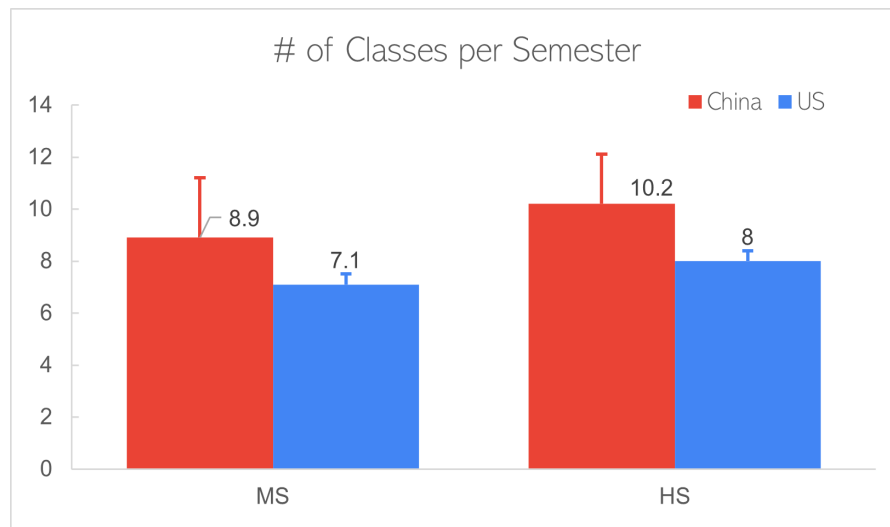


Figure 1. The number of classes American and Chinese middle school (MS) and high school (HS) students take per semester

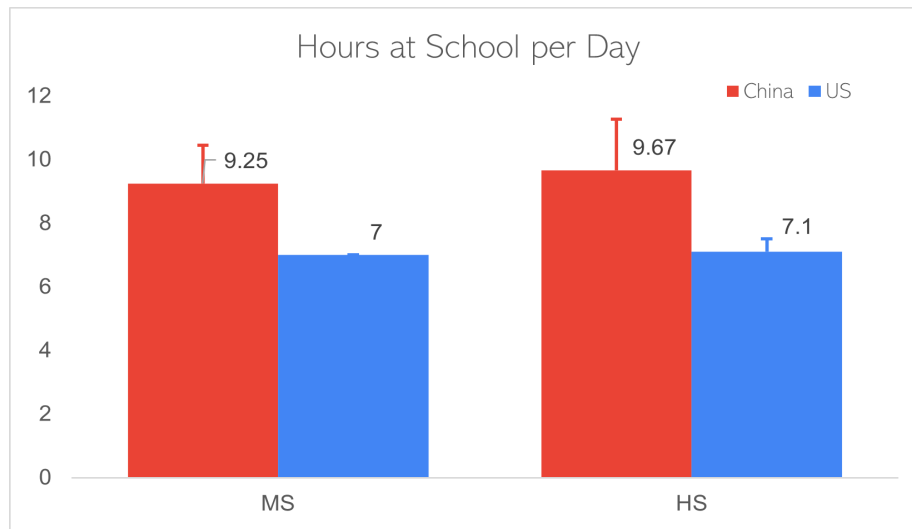


Figure 2. Hours spent at school per day by American and Chinese middle school (MS) and high school (HS) students

The survey results also show that students in China and America spend similar amounts of time on homework or review in both middle school and high school (Fig. 3) despite having more classes. It is important to note that a data point (8 hours) from the Chinese high school group was identified as an outlier through the Grubb's test ($p < 0.05$). In addition, the standard deviations for both Chinese participant groups were smaller than those of the American participant groups, which shows that there is more consistency among the Chinese students.

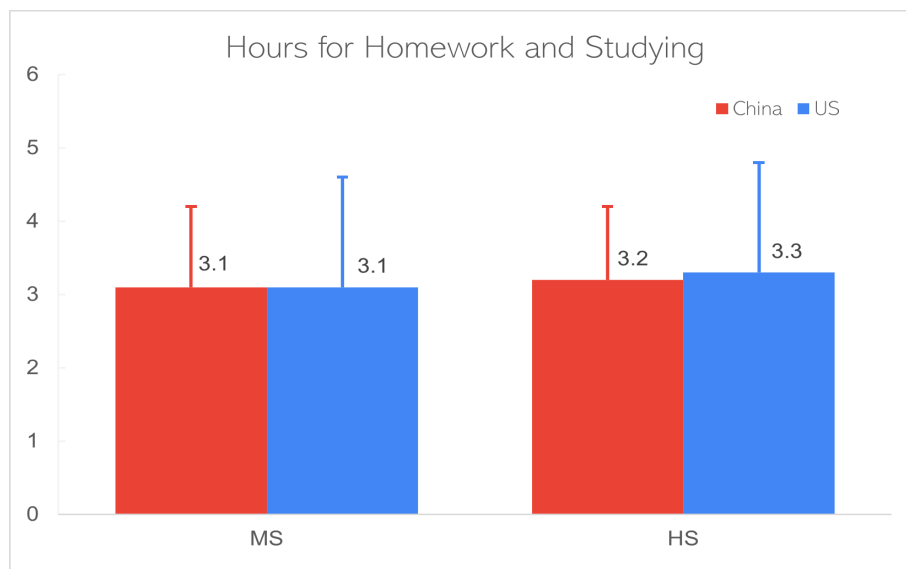


Figure 3. Hours spent on homework and study per day by American and Chinese middle school (MS) and high school (HS) students

Extra help outside of school is another important element related to academic load and student performance. It has particular relevance to the recent changes in China's "double reduction" policy. Since extra help may be pertinent throughout all grade levels, the middle school and high school groups from each country were pooled to show general trends. The survey results show a drastic difference between American

and Chinese students (Table 2). Most Chinese students in this study (88%) seek extra help outside of school, whether in the form of outside classes, one-on-one tutoring, or help from teachers and parents. In contrast, only about a quarter (27%) of American students do the same. For the Chinese students who do seek out extra help, most of them (80%) are also willing to pay for outside lessons. In contrast, only 3 American students in the study reported paying for extra help, with others choosing to consult parents or teachers if necessary. Despite the large number of Chinese students who are willing to invest additional time and money on extra help, the students themselves only attach modest significance of extra help to their academic success (6.3 ± 2.4 on a scale of 0-10). Out of the American students who do get additional assistance, there is a similar sentiment towards the importance of extra help (5.1 ± 2.0 on a scale of 0-10), finding it neither extremely beneficial nor completely insignificant.

Table 2. Percentage of American and Chinese students seeking extra help

	US	China
Seek extra help outside school	27%	88%
Paid outside lessons*	30%	80%
Importance rating (out of 10)	5.1 ± 2.0	6.3 ± 2.4

*percentage only of the students who seek extra help outside school

Parental Involvement

Parental involvement is an important aspect of student learning and reflects cultural or familial values regarding education. The survey looks at how often parents check their children's grades (daily, weekly, monthly, every semester, rarely/never). More frequent checking of grades would indicate either more direct involvement of the parent or higher expectations for the student. The survey results show that in fact, there is no clear difference between America and China, but there are some notable differences between middle school and high school (Table 3). A larger percentage of parents of middle school students are more heavily involved by checking grades daily or weekly. In comparison, parents of high school students check less frequently on a monthly or semester basis, and a significant portion not at all.

Table 3. Frequency of parents checking student grades

	Daily	Weekly	Monthly	Every Semester	Rarely/Never
Chinese Middle School	33%	42%	17%	8%	0%
US Middle School	57%	29%	0%	14%	0%
Chinese High School	4%	22%	30%	30%	15%
US High School	10%	33%	20%	17%	20%

Student Perspective on Education

In addition to academic load, student perspectives towards academic success are an important aspect of this research. This study investigated various factors influencing their academic success and future careers. The participants were asked to rate the importance of various players in education, acceptance to top universities, leadership and extracurricular activities. How a student feels about these influences on their education may reveal further insights into the impacts of two education systems and cultures.

There are four main players that are involved in a student's educational experience and learning: parents, teachers, peers, and students themselves. These players can either facilitate student learning or exert pressure on the student. The survey results demonstrate that both middle school and high school students in the U.S. and China consider themselves as most critical to their academic success (Fig. 4 and 5). Both American and Chinese students feel that their teachers are the second most important player towards achieving success. In comparison, peers and parents are considered less important across middle school and high schoolers in both countries. The exception is the importance of parents rating by American middle school students. This is probably due to the smaller number of participants in this group (Table 1). It is interesting to note that the Chinese high school students only gave a moderate rating of the importance on parents (5.2 ± 3.0).

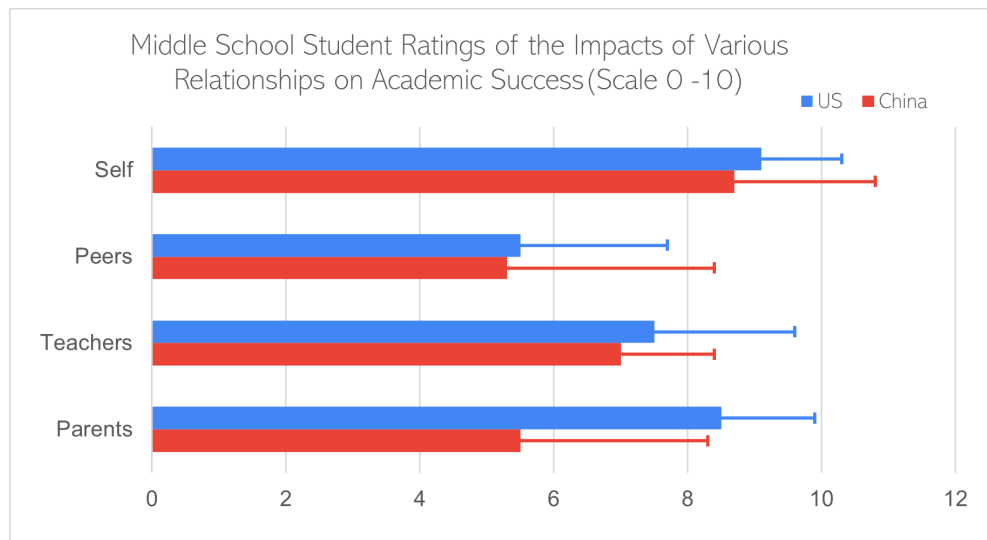


Figure 4. Importance ratings of various players on academic success by middle school students

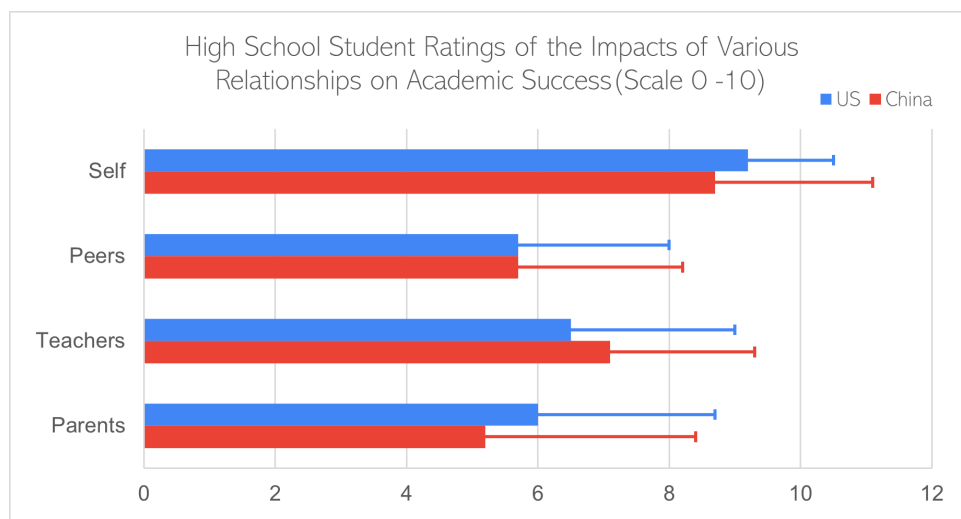


Figure 5. Importance ratings of various players on academic success by high school students

Next, to further explore the student perspectives, the survey asked them to rate various factors influencing college acceptance and overall academic success. Because high school students are more likely to be prepared to answer questions regarding college and careers, middle school student responses were not included in data analysis. The survey results on student perspectives are shown in Fig. 6. First, grades are

rated highly important (≥ 8 on a scale of 0-10) with no significant difference between American and Chinese students. Second, based on the mean rating (9.0 vs. 8.0), the Chinese high school students attach high importance to the standardized test (i.e., Gaokao) than their American counterparts to the SAT/ACT; however, the difference is not statistically significant ($p = 0.06$). One rating from Chinese student (2 on a scale of 0-10) was found to be an outlier (Grubbs test $p < 0.05$) and was not used in the calculations. Third, the survey results reveal a significant difference in attitudes towards leadership and extracurricular activities ($p = 0.01$).

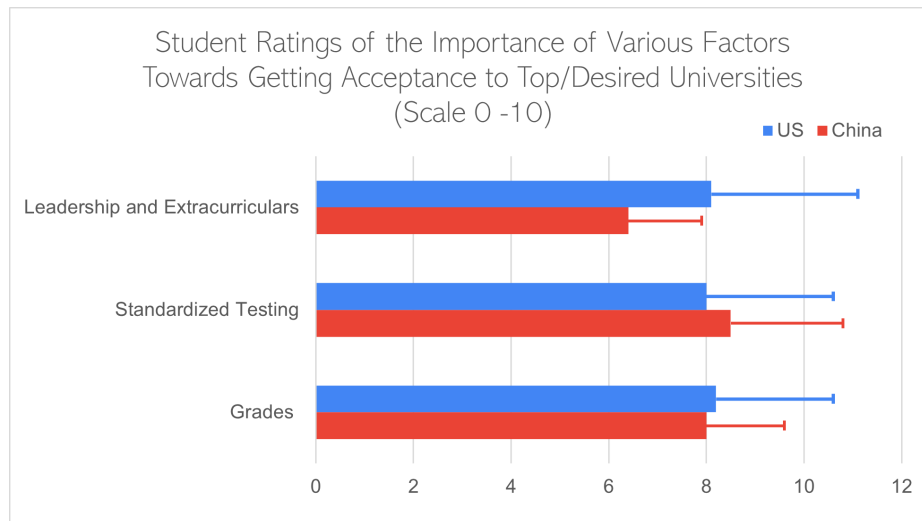


Figure 6. Importance rating of various factors towards getting acceptance to top/desired university by high school students. Middle school students were not surveyed as this question is more applicable to students closer to the college level.

Finally, the survey also included one question related to student perspectives on future careers. When asked about the importance of getting into top colleges and universities to career success, there is an apparent difference in the importance rating (8.0 ± 2.0 vs. 6.8 ± 2.8) between Chinese and American students. Although the rating difference is not statistically significant ($p = 0.07$), it still reflects a stronger emphasis on academics by Chinese students possibly due to the value that traditional Chinese culture puts on education.

Limitations

Two major limitations were identified in this study. The first is the limited number of participants. Although the number of participants in the U.S. and China are similar, the overall number is still relatively small, especially in the middle school groups. Another limitation is the lack of diversity amongst the participant groups. In China, students from 4 different cities participated in this research, but they all resided in primarily middle-class, urban areas.

Participants from the U.S. were all from the same suburban town, which may have also influenced the data in some ways to be biased towards only one perspective. Being able to include the responses of students living under different conditions across the entire country would have created a much wider basis for comparison that better encompassed overall student opinions. The value placed on education may vary from family to family, and the academic resources available also differ based on location. However, the results of this study are still valid because of the wide variety of student opinions that are not simply homogenous, as well as the extremely significant disparity regarding extra help.

Discussion

Academic load can reflect the differences in the two countries' school systems' requirements and standards towards the level of education required. In the study, Chinese students in both middle school and high school have a higher academic load because they take, on average, across many school districts in 4 cities, more classes per semester than American students do in the particular school district surveyed. However, the difference in the number of hours spent at school (Fig. 2) exceeds the difference in the number of classes taken per semester (Fig. 1), with Chinese students reporting higher numbers across both aspects of academic load. This means that students in China may have longer class periods than American students, or that they may have additional responsibilities and activities outside of class time. One possible contributor to both of these differences is that most Chinese schools have mandatory "self-study" periods, during which students do homework or study "independently in their classrooms with their classmates, proctored by a teacher" (Chan, 2016). These "self-study" periods are unique to the Chinese school system and are not present in American schools. Therefore, this may have been factored into Chinese student responses and resulted in a major difference. It is also important to discuss an apparent similarity amongst American and Chinese students in that they reported spending similar amounts of time doing homework or reviewing (Fig. 3). However, the disparity in standard deviation reveals that there was more variation amongst American student responses, revealing that there may be less of a general standard of academic rigor, depending more on the individual student themselves and their individual course load/dedication. A more consistent response amongst Chinese students may mean that there is a similar standard of effort that must be put into schoolwork in order to fulfill academic expectations.

One particularly interesting finding in this study that represents a primary point of comparison between American and Chinese education is that a significantly larger percentage of Chinese students seek extra help/tutoring outside of the classroom and are willing to pay for these services in comparison to the U.S (Table 2). Because this study was conducted within the first 6 months of the new tutoring ban in China being issued, after the tutoring ban is fully established in the coming years, these numbers can be predicted to decrease. Considering the need to issue a tutoring policy to restrict high levels of academic rigor outside of the classroom, all students across the 4 participant groups only attach moderate significance to the effectiveness of extra help. This is not a significant revelation from an American perspective because they had low participation in tutoring to begin with based on the data. However, this finding provides a piece of evidence from the Chinese student point of view that may be in favor of the tutoring policy in China because it will supposedly reduce their workload, reduce competition, and increase time for extracurriculars or focus on wellbeing outside of school. This is in sharp contrast to the heavy involvement and dedication of "chicken parents". When asked to rate the importance of various interpersonal relationships towards academic success, parents were rated below the student themselves and teachers, and similarly to peers (Fig. 4 & 5). Students rated themselves as having the most influence on their academic success, indicating that they feel that they have the most ownership over their learning experience. Both American and Chinese students feel that their teachers are the second most important player towards achieving success. This response is not surprising because of the direct role that teachers play in student learning. Despite having heavy responsibility in a students' enrollment in school, activities, etc., especially in China, parents were not rated very high in both countries. This also supports this newer perspective and addresses a potential stigma against Chinese households with supposedly rigorous standards that should be reflected in a child's beliefs and behaviors. Looking further into the responses regarding relationships/players in education, overall, there are no significant differences between how the Chinese and American students perceive the roles of teachers, parents, peers and themselves in education. Additionally, there are no clear differences between the two countries in terms of how often parents check their children's grades (Table 3). Instead, there is a greater difference between middle school and high school. Considering the younger age of middle school students,

this makes sense because younger students would require more direct parental guidance. However, this does not show that any countries' parents have higher expectations or heavier involvement in their children's education in this aspect. Overall, these findings reveal that despite many cultural and systematic differences, students share similar needs and perspectives regarding their educations.

Another aspect of student perspective is the importance of various factors towards getting acceptance to desired colleges. For some, this may be a defining factor towards academic success. First, grades in school and standardized test scores are rated highly as very important (about 8 on a scale of 0-10) with no significant difference between American and Chinese students (Fig.6). Despite evidence of Chinese students having higher test scores in math and other subjects based on global testing requirements, it appears that American students also consider their grades highly important in terms of college acceptance and beyond. The high importance rating by Chinese students is not surprising considering that the Gaokao is the only factor in determining college acceptance in China. On the other hand, the high importance that the American students attach to the SAT/ACT is worth further investigating, especially in the current test-optional environment. More consistent with the holistic college admissions process that emphasizes personal qualities and contributions, American students also appear to place much higher emphasis on leadership and extracurricular activities in comparison to their Chinese counterparts (Fig. 6). This is expected and can be attributed to the slightly higher emphasis on test scores among Chinese students. However, it needs to be pointed out that the rating by Chinese high school students is by no means low (at about 6.4 ± 3.0), considering that leadership and extracurricular activities are not part of acceptance consideration by Chinese universities and colleges. This may represent a mindset that was not previously realized by the rest of the world, or an actual shift in attitude among Chinese students, moving away from traditional emphasis on academics and grades and towards a more well-rounded life-skill-based educational experience. In addition, the survey shows similar percentages of American (77%) and Chinese (82%) participants have at least one extracurricular activity that they actively participate in. This is consistent with the importance placed on leadership and extracurriculars as discussed above. Based on student responses on the type of extracurricular activities, Chinese students tend to gravitate more towards sports and music activities, whereas many more American students engage in school clubs, volunteer work, and jobs outside of school. This may simply reflect a difference in availability of various opportunities in the U.S. and China that results from systematic differences.

In conclusion, the study results confirm some parts of the hypothesis (academic load and importance of leadership on academic success and career) while rejecting others (different perspectives towards academic success), but the data on parental involvement is inconclusive because there are no clear differences between America and China. The findings of this research are consistent with previous research and the notion that academic success is more emphasized in China, as indicated by higher academic load and more efforts and money being spent on extra help outside of school. This may explain why there is less emphasis on leadership and extracurricular activities in China (Bodovski et al., 2021) However, it is important to note that Chinese students still rate these as having moderate to high importance. On the other hand, American students still believe that the standardized test (SAT or ACT) is important to college admission in the era of the test-optional policy. As of now, this idea is still fairly recent, so it will be beneficial to research potential changes in the future. Even though there are systematic and cultural differences between the U.S. and China, this study finds a significant level of similarities among American and Chinese students, who recognize their primary responsibility in their education and believe in the importance of grades standardized tests towards academic success in college and beyond.

Conclusion

The similarities between the academic responsibilities of American and Chinese students may attribute to the fact that in today's world, society is showing evidence of progress away from strict academic standards, instead leaning more towards the encouragement of originality, creativity, and good work ethic. Valuable personal traits such as these can be much more beneficial for one's success in the long term, rather than memorizing formulas or getting top scores in middle or high school. The ability for a country with cultural values regarding education such as China to make these progressions shows the influence that different countries can have on each other. In the future, these continuing trends could have influence on new generations' abilities to reach new heights in their fields and for many more students to achieve what can be considered higher levels of academic success. This study also supports the new prediction that China's tutoring ban may not be harmful, and a more equal balance between pure academics and activities outside of the classroom can help to develop individuality that is difficult to develop elsewhere. In conclusion, while differences do exist, the presence of more similarities in terms of academic load and student perspectives between America and China shows that students from both countries can be expected to continue to progress in the future.

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