

Comparative Analysis of Chinese and American Students' Class Performance and Overall Academic Performance

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Abstract: The differences between Chinese and American college students in various aspects have always attracted much attention, especially in classroom performance and overall academic performance; there are many opinions and controversies. This essay focuses on examining the connection between Chinese and American college students' classroom behavior and academic achievement, or the effect of classroom behavior on academic achievement. Through the analysis and arrangement of ideas from articles from various angles, this paper compared the differences in this academic relationship between students from the two cultural backgrounds from various points of view and gave an overview so that readers can have a more detailed understanding. Based on summarizing points and views, this research gave a quick comparison before introducing the link between class and academic achievement based on Chinese and American pupils, respectively. The conclusion shows that classroom performance positively correlates with overall academic performance for both Chinese and American students. Students who are more active in classroom performance will have better academic performance. American students are more engaged and motivated in the classroom, and Chinese students are better at academic performance.

Keywords: Class performance, Academic performance, Chinese students, American students

1. Introduction

Along with the development in global education, cross-culture education and studying abroad now become part of the new normal [1,2]. Cultural background always plays a huge role in student learning based on specific learning styles and different teaching approaches of teachers as well. Plenty of research topics have been associated with students' cultural backgrounds, such as social learning relations [3], the adaption of critical thinking and argumentation [4], student's motivation for learning [5], etc. Current research demonstrated a different degree of engagement between students from different cultures during a class, significantly positively related to academic performance. A very crucial problem in this topic is the diversity of subject students. As they are from different cultural backgrounds, it isn't easy to put them under a consistent evaluating system. Among these various topics, the academic performance of Chinese international students and American students in the university in the United States is especially worth studying because it's essential for helping us to promote a deeper understanding of the learning styles of students from different cultural backgrounds

and what the instructors can do to adjust the curriculums and teaching approaches to make them more culturally responsive and student-centered.

To solve this problem, the reliability and validity of our research need to be emphasized, and more attention is required to the consistency of each variable's measurements, ensuring they have the same standard and excluding extraneous variables that might affect the research. It is important to consider diversity because it may help instructors to make changes in teaching approaches, create a culturally inclusive learning environment, promote better academic outcomes for students, and build the classroom into a community.

To better address the problem and conduct this study, this paper would use the number of responses to instructors in class or students' enthusiasm in class as a way of measurement to the student's class performance, such as how many times of questions the students answer the instructor in one class, or whether the students are active/positive in class performance. [6]. Then, we would use the final GPA to describe the overall academic performance of the class students.

Given these considerations, the purpose of this study is to: 1) determine the connection between the class performance of different cultural students (Chinese International students and local American students from universities in the United States) and their overall academic performance. Specifically, whether students could acquire a higher level of GPA when they perform actively or positively in class; and 2) compare the contrasts between local American students and Chinese international students.

This study predicted that Chinese international and American students would show a high-class performance in responding to the instructor's questions. Also, we believe that compared with Chinese international students, American students would have an overall higher class performance level for the instructors in class [7]. Additionally, we forecast that children from both ethnic backgrounds would do better in class and overall in their academics [8].

Besides analyzing previous research findings, this study makes these predictions based on our understanding of the different cultural values of China and the United States. We think Chinese international students who share a collective social norm are often more encouraged to maintain group orders, keep a relatively low profile, have a lower tendency to express their opinions, and would avoid interrupting the flow of class [9]. So, we argue they would not be more likely to participate in class discussions and have an overall lower number of responses to questions during classes. On the other hand, local American students who grow up in an individualistic culture would be more likely to think creatively, express themselves, and less worry about interrupting class activities [10]. Due to these, the study believes the class performance and the participation in classroom interaction of local American students would be better. Because of the difference in cultural background, this study predict that compared with native American students, Chinese international students would have relatively lower class participation and class performance while an average level of academic performance because of their fundamental ability to take examinations. [11]. As a result, we also predict a favorable correlation between academic success and participation in class and answering teacher questions.

2. Chinese Students' Class Performance and Academic Performance: A Relationship

While the number of foreign university students attending universities in wealthy nations has increased, there is a rising interest in determining what influences their academic success while studying abroad. Chinese International university students tended to perform significantly better than American students in computation and solving straight problem. [12]. However, their classroom performance and participation are usually not their strong points. Although things have improved in recent years, the stereotype is that Chinese students tend to be silent and not very active in class, especially compared to the local native students. [13]. East-Asian foreign students, particularly

Chinese students, have been seen to be silent or reluctant in Western/English-speaking courses, according to recent studies. The two main obstacles to involvement have been recognized as students' communication skills and cultural differences from the majority of Euro-American culture. [14]. Additionally, Constructivism and Confucianism coexist at North American colleges, and Chinese students' educational expectations are not being met in the classrooms; this is another reason people recognize the reasons Chinese students are less engaged in their studies. [15]. On the one hand, it influences Chinese students' education from childhood to adulthood. According to Simonton, although the individual and environment play a mutually interactive role, the individual is more active and more vital influenced by the environment they grow up in. [16]. Starting from primary school, Chinese teachers usually indoctrinate students with the concepts of listening carefully, not gossiping in class, completing the study tasks required by the teacher, and so on. Listening attentively is one's duty and shows respect for the teacher. [17]. These educational concepts from teachers have influenced Chinese students' character and learning concepts since childhood, leading to the study style of obedience, seriousness, and pragmatism in Chinese students. The findings of Gang & Wei imply that for all foreign students, writing proficiency in English, social contact with their countrymen, and perceived relevance of learning achievement to family are important predictors. Chinese pupils, who make up the majority, exhibit several unique traits. Chinese students have a less engaged learning style than other students, although there is no proof that this has an adverse effect on their academic performance. Therefore, their philosophy is that the standard of excellence is the perfect performance of teachers. Although these phenomena lead to the lack of outstanding and excellent classroom participation and performance of Chinese students, they also affect their excellent academic performance. They looked at the connection between university students' participation in class and academic achievement. Data from a university course where attendance is not required were used in Lukkarinen's research. Cluster analysis and regression analysis are the techniques employed. After adjusting for the impact of other factors that may be connected with performance, the degree of exercise or class attendance is positively and substantially related to performance. Additionally, according to Lukkarinen, some students have strong justifications for being absent from class as well as a superior capacity for independent, proactive research and study. The findings are important for both educators and students. They may serve as a primary motivation for students to show up to class and a reminder to instructors to think about the value of in-class instruction for student learning outcomes. [18]. Due to the long hours of homework and test practice, Chinese students perform exceptionally well in reading, writing, and test-taking. Therefore, generally speaking, when a Chinese student actively participates in communication in class and performs well, that student has already outperformed most of the classmates who are silent in class. Therefore, due to a complete understanding of class knowledge, the student's after-class academic performance will be better than those who do not like to perform in class actively.

3. American Students' Class Performance and Academic Performance: A Relationship

For Americans, the correlation between academic achievement and class performance is always evident in young people. As part of a larger project, the goal of Broussard & Garrison's research was to investigate the connection between early elementary-aged students' classroom motivation and academic progress. The participants were 129 third-graders and 122 first-graders from a mid-sized southern American city. Higher levels of mastery motivation and judgment motivation were associated with improved math and reading performance in elementary schools, according to the researchers' results, which were consistent with other studies. However, greater reading and math grades in first graders were linked to higher mastery motivation rather than judgment drive. [19]. With older children and adults rather than younger children, the link between cause and academic achievement has been more established. Aims to hundreds of junior high school students from several

scientific classrooms and English classes, in their correlational study, Pintrich & De Groot looked at the connections between class performance and other key points related to students' academic performance, like motivational orientation, self-regulated learning in the classroom. Surveys have shown a convincingly beneficial relationship between them. In other words, learners who are more motivated to learn and who have superior organizational skills tend to participate more actively in class and do better academically. In addition to collecting performance information from work on in-class assignments, A self-report assessment that related to student's intrinsic worth, test anxiety, self-control, and utilization of study skills was delivered to test the influencing elements of students' active level. Engagement and performance in cognitive processes were strongly correlated with self-efficacy and intrinsic worth. The top predictors of students' academic success were shown to be self-regulation, self-efficacy, and test anxiety depending on the outcome measure, according to their regression analysis. Regardless of past accomplishment level, intrinsic worth had a significant relationship with self-regulation and the application of cognitive strategies but did not directly affect performance. [20]. These instances and research show that there must be a connection between student behavior in the classroom and grades. Younger students' performance may be evaluated in a number of ways, and it has been shown that those who participate more actively in class tend to be more confident than their less active peers in terms of drive and self-confidence. There is little doubt that there is a connection between classroom behavior and academic success, considering these traits have an effect on how well pupils succeed academically.

Due to the open education concept from an early age, teachers encourage American students to communicate their thoughts and beliefs on something in class and even give wrong answers. This is so that pupils learn how to think independently and express themselves rather of only receiving the right answer to a question in basic school. Because of how significantly their thinking will be pushed throughout this procedure, pupils' excitement will also increase. Students will often raise their hands first to share their opinions throughout this process, guided by the instructor, when new issues arise. If the response is adequate, don't worry about it. Thus, this will further boost the performance and motivation of kids in the classroom. Those who participate actively in class have more opportunity to think critically and come up with novel ideas that will help them do better in class—at least in comparison to students who are less outspoken. That builds a basic conception and atmosphere for their future college learning life. Teachers are even less tolerant of silence. Instead of providing right or wrong answers, American teachers tend to encourage students to have the courage to answer questions, think critically, and express themselves. [21]. In this educational environment, American students develop the habit of actively participating in class discussions and take pride in it over time. The more open students are in class to share their ideas and opinions, the more it is considered a good performance. Students with high classroom participation and good classroom performance have correspondingly improved their understanding of knowledge, which is conducive to the overall academic performance of students; that is, students who are more active in classroom performance tend to have higher grades. [22]. However, because American students emphasize tests and written scholarship less, even American students who are engaged in the classroom may not have a more robust academic performance than Chinese students who are average in school.

4. Conclusions

Many second-language acquisition experts have hypothesized that Chinese students' silence in American classrooms indicates a lack of communicative proficiency comparable to that of their peers who speak native English.

In terms of classroom performance, American students are generally more active and active than Chinese students and tend to enjoy the positive atmosphere of communication. In contrast, Chinese students are less inclined to express themselves in class, which does not mean that they are not good

at thinking. They tend to think silently about problems, unlike American students who prefer an active classroom atmosphere. American students generally do not perform as well in academic performance as Chinese students. Part of this is due to differences in test-taking ability. Chinese students have accumulated more examination experience and knowledge from childhood. Chinese students tend to perform better in written academics and examinations.

In conclusion, whether American students or Chinese students, classroom performance has a positive relationship with overall academic performance; that is, students who are more active in classroom performance will have better overall academic performance. But in more detail, American students are more engaged and motivated in the classroom than Chinese students, and Chinese students are better at academic performance than American students.

Regarding classroom performance, American students are generally more active than Chinese students. In contrast, Chinese students are less inclined to express themselves in class. American students usually do not perform typically academic performance as Chinese students. Chinese students tend to perform better in written academics and examinations.

Classroom performance positively correlates with overall academic performance for both Chinese and American students. Students who are more active in classroom performance will have better academic performance. But in more detail, American students are more engaged and motivated in the classroom than Chinese students, and Chinese students are better at academic performance than American students. Also, this study only focuses on the relationship between Chinese International students and American students, which still has limitations when spread out to other cultures or nations. Future studies are suggested to a comparison of multicultural college students.

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