

PERCEPTION AS A FACTOR IN PROPORTIONALITY: HOW IT AFFECTS STUDENTS' EVALUATIONS OF THEIR SOCIAL, EMOTIONAL, AND ACADEMIC CONDUCT IN CHINA.

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**ABSTRACT**

This quantitative research looks at how students in China rate one another's emotional, social, and academic behaviour about their ideas of proportionality. The significance of balanced educational assistance in enhancing student results is shown by the analysis of survey data from various schools, which shows strong correlations between students' perceptions of fairness and the accuracy of their self-assessments. Perception is a key component of proportionality, and this study seeks to understand how it influences Chinese students' evaluations of their own emotional, social, and academic conduct. The study investigates, from a psychological and pedagogical perspective, how students' individual views impact their evaluations of themselves and their relationships with others in the classroom. To find patterns in the association between perception and proportionate evaluations, a mixed-methods approach was used, analyzing both quantitative data from surveys and qualitative insights from focus groups. The results show that students' self-evaluations in these areas are greatly influenced by societal expectations, academic demands, and cultural norms. The study also shows that there is a two-way street where students' views impact not just their grades but also their conduct and how they interact with others. The complex involvement of individual and communal elements is shown by perceptual variances among locations, socioeconomic groups, and academic levels. When planning interventions to improve students' social, emotional, and academic results, educators and legislators should keep perception-based factors in mind, according to the findings. Chinese educational systems can do a better job of supporting students' holistic development if they encourage a balanced view of proportionality and self-assessment.

**Keywords:** Proportionality, Students' Evaluations, Social Conduct, Emotional Conduct, Academic Conduct.

**INTRODUCTION**

Students' perceptions are very important when it comes to assessing their academic, emotional, and social behaviours. Students' biases in self-assessment & behaviour might be shown by understanding proportionality, which refers to their perceptions of fairness and balance. To comprehend how these views affect Chinese students' assessments and

results in different parts of their lives, this research delves into them. The way we see things has a significant impact on how we act and how we evaluate ourselves in many areas of life. When it comes to students' evaluations of their own social, emotional, and academic behaviours, perception plays a particularly important role in the educational setting. They use these assessments to guide their relationships, choices, and growth. To grasp these dynamics, one must grasp the notion of proportionality, which entails reconciling subjective impressions with objective reality.

Students in China face a challenging social and academic climate due to the country's unique combination of collectivist traditions and fast modernization. Academic rigor, filial piety, and social harmony are cultural ideals that often clash with modern difficulties including increased competitiveness and changing social expectations. Given these circumstances, it would be a good idea to investigate the role of perception in students' self-evaluations. The interaction of cognitive, emotional, and environmental elements has been extensively studied in the existing literature on perception and self-assessment in the fields of education and psychology. Nevertheless, there is still a lack of knowledge about how these processes appear in China's unique educational and cultural setting. By investigating the ways in which students' perceptions impact their proportionate assessments of their social, emotional, and academic behaviours, this research seeks to fill that void. Using a multidisciplinary approach, this study aims to shed light on how perception influences self-assessment and how it affects educational results. Furthermore, it emphasizes the significance of culturally sensitive approaches to perception-based difficulties, which may help improve students' health and academic achievement in China's schools (Berg et al., 2021).

## BACKGROUND OF THE STUDY

Perception and proportionality have long been the focus of studies that have shown how these factors affect both actions and self-evaluation. While earlier research centred on equity and fairness in social situations, more recent studies have looked at their effects in educational environments, showing how Chinese students' perceptions of balance influence their assessments of emotional, social, and intellectual achievement. Psychologists, educators, and sociologists have long studied the link between perception and action. The way we see things shapes our understanding of the world, our confidence in our own talents, and the choices we make. Social connections, emotional management, and academic achievement are all profoundly affected by how students see themselves and their surroundings in the educational setting. The study of perception is a multi-faceted and intricate process since these perceptions are not independent but are influenced by many cultural, social, and institutional elements.

To study how perception influences student behavior, one has gone no further than China's educational system. Students in this nation typically face immense pressure to comply to societal norms while still excelling academically because to the pervasive Confucian principles that prioritize education, discipline, and the welfare of the collective. All of these things add up to a heightened sense of self-awareness when it comes to evaluating one's own social, emotional, and intellectual behaviours. Nevertheless, a number of obstacles have been uncovered via studies of Chinese pupils. The collectivist culture may discourage people from expressing their emotions in order to maintain group unity, which might amplify the negative effects of high academic demands on people's mental and emotional health. Concurrently, students' views of themselves and their surroundings have been transformed by new influences brought about by globalization and social media. In light of these changes, it is critical to investigate how students appropriately weigh internal evaluations of their own performance against external expectations. Research on how these processes function within the Chinese setting is scarce, despite the centrality of perception as a factor in self-assessment. The educational, social, and cultural subtleties of East Asia have received very less attention in the current literature, which mostly centers on Western people. To fill this need, this research examines the impact of perception on Chinese students' self-evaluations of their emotional, social, and academic conduct. In doing so, it hopes to shed light on what influences students' growth and give ways to boost their health and academic achievement (Panayiotou et al., 2019).

### **PURPOSE OF THE STUDY**

This study aims to examine the relationship between Chinese students' perceptions of proportionality and their self-evaluations regarding their emotional, social, & intellectual abilities. Our goal is to improve educational assistance tactics by gaining a better understanding of these perspectives to identify elements that influence self-assessment and behaviour.

### **LITERATURE REVIEW**

Perceptions of proportionality have a substantial effect on Chinese students' assessments of intellectual, emotional, and social behaviours, according to the literature (Steed et al., 2022). Research shows that how people perceive fairness and balance affects how accurately they evaluate themselves and the consequences of their actions. The review draws attention to the fact that there are still a lot of researchers who don't know about how these impressions influence learning and how researchers rate us Researchers in fields as diverse as sociology, psychology, and education have poured a lot of time and energy into studying perception as a factor in human behavior. Theories that highlight the interaction between personal cognition, contextual

elements, and social effects include Vygotsky's sociocultural theory (1978) and Bandura's social cognitive theory (1986). These models provide the groundwork for comprehending the ways in which one's perspective influences their own evaluation of themselves and their actions, especially in the realm of education. Furthermore, students' perceptions and reports of their social, emotional, and academic behaviours may be impacted by the Confucian virtue of humility in self-assessment. The Western instinct to promote oneself and one's accomplishments stands in stark contrast to this cultural predisposition towards modesty. The significance of investigating perception within the unique cultural context of China is emphasized by these variations. A key component in both self-evaluation and behavior is one's perception, according to the research. Nevertheless, further investigation of China's distinct social, intellectual, and cultural milieu is necessary. To fill these gaps and provide a better understanding of these processes in the Chinese educational setting, this research looks at how students' perceptions affect the proportionality of their evaluations of their social, emotional, and academic behavior (Harley et al., 2019).

## **RESEARCH QUESTION**

How to identify the factors that influence students' perceptions in China?

## **METHODOLOGY**

The researcher used a convenient sampling technique in this study.

## **RESEARCH DESIGN**

The SPSS version 25 was used for quantitative data analysis. Together, the odds ratio & the 95% CI revealed the nature and direction of this statistical link. At  $p < 0.05$ , the level of statistical significance was reported. To grasp the fundamental character of the data, descriptive analysis was used. The characteristics of quantitative techniques include data modification using computational tools, mathematical, numerical, and statistical analysis of data collected by surveys, polls, or questionnaires, and objective measurements.

## **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 1470. A total of 1600 questionnaires were distributed; 1563 were returned, and 63 were excluded due to incompleteness. In the end, 1500 questionnaires were used for the research.

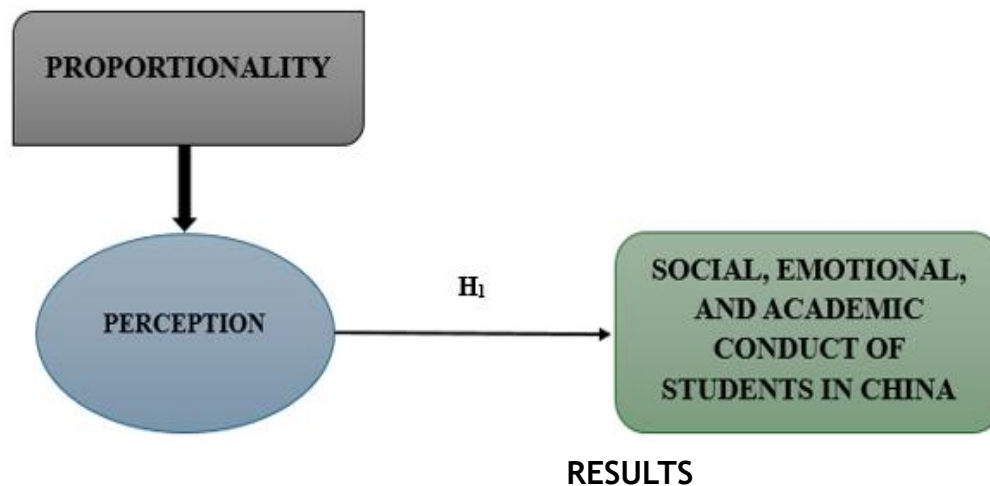
## DATA & MEASUREMENT

A questionnaire survey served as the main data collector for the study. There were two sections to the survey: (A) General demographic information and (B) Online & non-online channel factor replies on a 5-point Likert scale. Secondary data was gathered from a variety of sources, with an emphasis on online databases.

## STATISTICAL TOOLS

To grasp the fundamental character of the data, descriptive analysis was used. The researcher applied ANOVA for the analysis of the data.

## CONCEPTUAL FRAMEWORK



"Factor analysis (FA)" is used to assess the construct validity of a measuring battery, to identify underlying traits and sources of measurement error. The "Kaiser-Meyer-Olkin (KMO)" Test is used to assess the appropriateness of data for factor analysis, guaranteeing that there is an adequate amount of data for all variables in the model as well as the whole model.

**Table 1: KMO and Bartlett's Test.**

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.973
Bartlett's Test of Sphericity	Approx. Chi-Square	6014.577
	df	190
	Sig.	.000

The Kaiser-Meyer-Olkin (KMO) values vary from 0 to 1, with a recommended sample size being between the range of 0.8 to 1.0. Component analysis is significantly challenged by large-scale correlations. Kaiser's maximum and minimum needs span from 0.050 to 0.059. The research used the Kaiser-Meyer-Olkin (KMO) test to assess the adequacy of the sample. The test yielded a KMO value of .973, with a significance level of 0.00, suggesting that the data is appropriate for conducting exploratory factor analysis.

## TEST FOR HYPOTHESIS

### DEPENDENT VARIABLE

**Social, Emotional and Academic conduct of students in China:** The term "social, emotional, and educational behaviour of students" in China encompasses a broad spectrum of activities and results shown by pupils. The social conduct of students and instructors is indicative of their capacity to collaborate and communicate proficiently. Effective emotional regulation and coping with stressful events are essential for maintaining optimal psychological well-being. Academic behaviour encompasses students' disposition towards learning, which includes their amount of exertion, level of achievement, and adherence to educational standards. These elements exert an influence on the growth and success of pupils in classrooms in China (Xu et al., 2020).

### INDEPENDENT VARIABLE

**Perception:** The term "students' perception in China" describes the way Chinese schoolchildren make sense of their everyday lives, including the difficulties they face in the classroom, the relationships they have with their peers and their mental and emotional health. Their interaction with their social and educational settings, as well as their attitudes and behaviours, are shaped by this view (Yu et al., 2018).

Based on the above discussion, the researcher formulated the following hypothesis, which was an analysis of the relationship between perception and social, emotional and academic conduct of students in China.

Table 2: H<sub>1</sub> ANOVA Test.

ANOVA					
Sum					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	65692.704	496	5474.392	2829.974	.000
Within Groups	168.296	1003	1.934		
Total	65861.000	1499			

In this study, the result is significant. The value of  $F$  is 2829.974, which reaches significance with a  $p$ -value of .000 (which is less than the .05 alpha level). This means the “ **$H_1$ : There is a significant relationship between perception and social, emotional and academic conduct of students in China**” is accepted and the null hypothesis is rejected.

## DISCUSSION

Students' evaluations of their emotional, social, and academic behaviour are substantially impacted by their perceptions of proportionality. Chinese students are more likely to have a positive and accurate self-evaluation when they feel that their environment is fair and balanced. Educators can better foster learning settings that promote Chinese students' self-assessment and growth if they have a firm grasp of these perspectives.

## CONCLUSION

Chinese students' assessments of emotional, social, and academic behaviour are significantly impacted by their views of proportionality. Improving self-assessment accuracy and behavioural results may be achieved by addressing these misconceptions. Teachers should think about these things to make the classroom a better place for all students, where they may grow and thrive. Students' perceptions of their own social, emotional, and academic behavior in China are influenced by proportionality, which is emphasized in this research. How students see themselves has a significant impact on their self-evaluation, as well as their relationships with others in the classroom and beyond. These self-evaluations are complicated because Chinese students must reconcile their own subjective views with external expectations while also dealing with emotional, intellectual, and cultural demands. Based on the results, it seems that students can't build a healthy and realistic self-image without practicing accurate self-assessment with metacognitive skills and emotional control. Nevertheless, one's impressions may be skewed due to the heavy cultural pressures on academic achievement, family expectations, and social cohesion, which can cause one to either exaggerate their own abilities or question themselves. In order to promote healthy self-assessments and better results in all areas of development, it is necessary to build a knowledge of proportionality, where students are encouraged to reflect on and manage their views. In order for students to better control their self-assessments, the research ultimately supports the use of perception-based frameworks in educational procedures. Improving students' social, emotional, and academic behavior in China's ever-changing educational environment may be achieved by helping them build more realistic and balanced self-perceptions.

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