FACTORS AFFECTING THE MIDDLE SCHOOL STUDENTS' LEARNING ACHIEVEMENT IN MULTI-ENVIRONMENT OF XINJIANG PROVINCE, CHINA

Xiujin Guo*
Nipaporn Chalermnirundorn**

ABSTRACT

The aim of this study was to find out the factors affecting on Middle School students' learning achievement in multi-environment of Xinjiang Province, China. The research was a mix research; the participants were Middle School grade nine students at one of the middle schools in Xinjiang of China. Three teachers were interview for preliminary data collection to design the questionnaire. The data were collected from the questionnaire, distributed to 279 participants. The data gathered then were statistically analyzed by using multiple regression to find out significance factors affecting on students learning achievement in multi-environment The findings of related with family factors, culture factors, individual factor, and teacher factor affected on students learning achievement. Therefore, the findings recommend the school have to consider curriculum setting and the way improve school management skill.

Keywords: Culture, minority students, Han students, learning achievement, Xinjiang

1. INTRODUCATION

In Xinjiang of China, a bilingual school is where the students are taught using Uyghur and Mandarin as the languages of instruction. According to Xinjiang national news (2016), one of the problems of bilingual education at primary and secondary school is that there is not enough high quality, professionally qualified, bilingual teachers for teaching minority students. This lack of bilingual teachers caused lots of minority students tofail entrance examinations because the entrance examination papers are the same as other province of China. In addition, some locations in Xinjiang, the bilingual school teachers cannot speak Mandarin fluently.

* Faculty of Education, Rangsit University
** Faculty of education , education administration, Rangsit university