

The Report on Concretes of Key School Students Going to Famous University

WANG Fang^{[a],*}; ZHU Yan^[b]

^[a]Associate Professor, Sichuan Normal University, Sichuan Province of Teacher Education Research Center, Chengdou, China.

^[b]The candidate of master degree, Sichuan Normal University, Chengdou, China.

*Corresponding author.

Supported by Sichuan Province of Teacher Education Research Center Research Subject Which Belongs to Sichuan Province Philosophy Social Science Significant Study Basement: "Development of China Medium and Long Blueprint, and Sichuan Province Teacher Education Development of Research Concentrate on Cultivating and Training Teacher in Compulsory Education" (TER2010-003).

Received 9 June 2015; accepted 13 July 2015
Published online 26 September 2015

ABSTRACT

The revolution of College Entrance Examination constantly changes and the large amount of high school students is the only key to adapt themselves to face up to the different sorts of revolution to go to university. Study is not only depending on the support of hard-working, grit, parents, teachers, classmates and friends, but also mastering the right way. Study attitude, ability, motivation, psychology situation and way have a big influence on the progress of high school students who go to first-class university and get the goal of education. The study motivation and study ability, psychology circumstance have heavy dominant, and the study attitude, ability and study way have heavy dominant as well. If you want to be the most significantly outstanding students in learning, you ought to keep balance between study attitude, ability, psychology situation and study way.

Key words: High school students; Famous university; Study ability; Study attitude; Study psychology situation ; Study motivation; Study way

Wang, F., & Zhu, Y. (2015). The Report on Concretes of Key School Students Going to Famous University. *Canadian Social Science*, 11(9), 131-142. Available from: <http://www.cscanada.net/index.php/css/article/view/7529>
DOI: <http://dx.doi.org/10.3968/7529>

INTRODUCTION

There are many researchers have already researched the concrete of going to famous university from the safety of psychology and family situation, education, human characteristics and interpersonal trust. While the researchers are regardless of which the study attitude, ability, motivation, psychology circumstance and way will impact to study. The research use questionnaire and the two famous schools to survey about 57 graduates graduate in 2015, many of them have been recruited by the first-class universities. Because the two schools both have excellent teachers and great teaching sources, and this research is on the students study concretes mainly and hope to get meaningful results to stimulate many high school students to find the best way to study and deal with difficulties to go to university successful.

1. RESEARCH METHOD

1.1 Research Objective

1.1.1 The Background of Research Objective Schools Xiangyang No.4 Middle School

In the College Entrance Examination of 2015, No.4 middle school have 48 students go to Peking University and Tsinghua University, about 424 students get above 600 goals and 1,717 students were enrolled at famous universities. Xiangyang No.4 middle school is not come across to get this great achievements, it can get the answers from the recent years in 2009 to 2015 College Entrance Examination results: The number of students gone to Peking Universities and Tsinghua University are 9, 7, 12, 18, 19, 17, 18 from Figure 1. The number of students got goals above 600 are 115, 206, 324, 300, 218, 401, 424 from Figure 2. The number of students reached the goals of famous universities are 592, 791, 811, 966, 1,100, 1,300, 1,717 from Figure 3. All of the great achievements and excellent results are from the ability

and making much progress in teaching and construction dream for “Four First -Class ” in China famous school. The No.4 middle school persist in the education thinking of human center and common stimulation, and set up the

job requirements on the highest student, teacher, rule and quality behaving on high study efficiency, high job level, high requirements and high life quality.

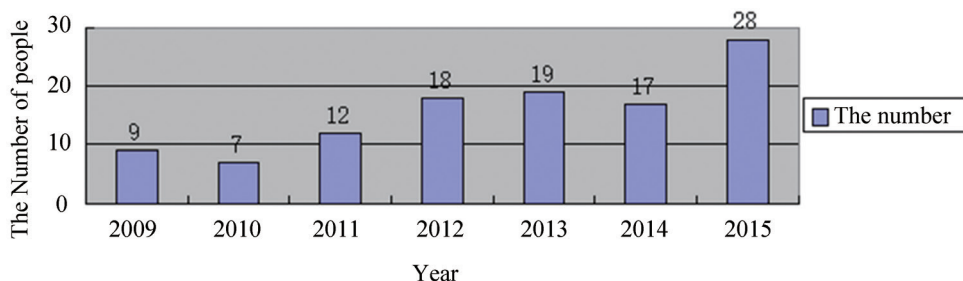


Figure 1
Xiangyang No.4 Middle School Students Going to Peking University and Tsinghua University’s Number

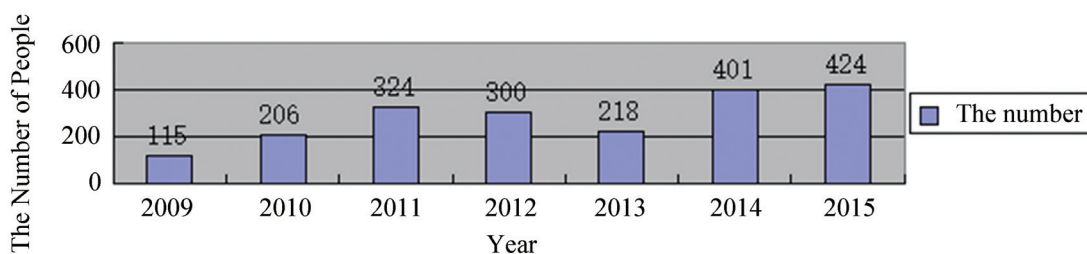


Figure 2
The Nimer of Xiangyang No.4 Middle School Students Getting the Goal Above 600

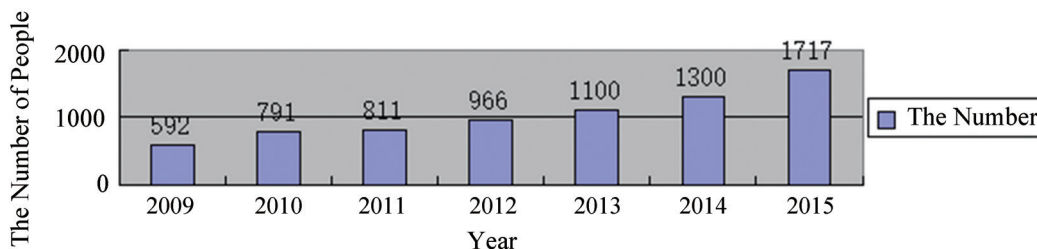


Figure 3
Xiangyang No.4 Middle School Students Going to First-Class University’s Number

1.1.2 Xiangyang No.5 Middle School

Xiangyang No.5 Middle School is famous as the cradle of the northwest in Hubei province and has hundreds of history. It cultivated many Science and Arts number one scholars in 2013 and 2015 college entrance examination. During the college entrance examination of 2015 has about 25 students reaching the goal of Peking University and Tsinghua University. It can find the results on the number of going to first-class university from 2011 to 2015 with 1,027, 1,093, 1,290, 1,467, 1,559 in Figure 4. In the past five years college entrance examination Xiangyang No.4 middle school cultivated 6 number one scholars and made a mythology of examination to be No.1

in college entrance examination in Hubei province every year. Xiangyang No.4 Middle School contributes three brilliant center as teacher method and respecting teacher as the culture of teacher behavior. Xiangyuan No.4 Middle School sets up students’ thinking and characteristics requirements as loyalty, grace, honesty, health. It behaves three high culture in high demands to characteristics, high quality life and high study efficiency reaching excellent and outstanding level. It fosters students self-attended, self-discipline, self-improvement, self-taught ability, according to 5 goals to cultivate outstanding students, helping the medium level and open others way such as major music, arts to go to university.

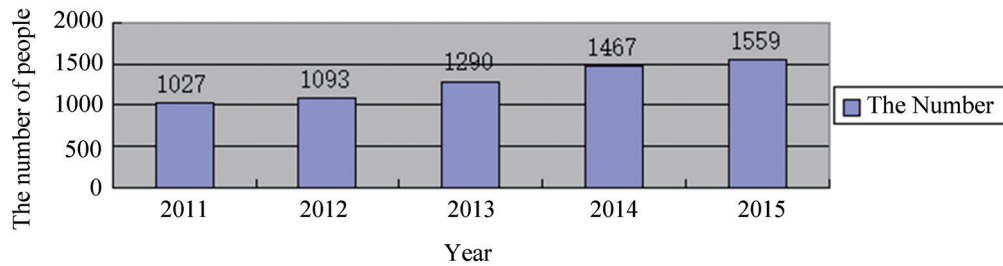


Figure 4
The Number of Xiangyang No.5 Middle School Going to First-Class University

Table 1
Xiangyang No.5 Middle School New Campus College Entrance Examination Report From 2011 to 2015

Year	The No.1 scholars of province or city	The number of going to Peking university and Tsinghua university	The number of going to first-class university	A teacher in charge of a class about No.1 scholars	Comments on a form
2011	Weitinf, Wang got 707 goals honor No.1 scholar of province about science Xiangkun, Shi got 629 goals honor No.1 scholar of city about arts	15 (Ranking No.1 in city)	1027 (Ranking No.1 in province)	Li Tie (Science) Duan Renbao (Arts)	Nothing
2012	Zhen Jianyu got 686 goals honor No.1 scholar of city about science	22 (Ranking No.1 in city)	1093 (Ranking No.1 in province)	Chu Wei	Nothing
2013	He Weiyi got 689 goals honor No.1 scholar of province about science Li Zhuoya got 651 goals honor No.1 scholar of province about arts	36 (Ranking No.1 in province)	1290 (Ranking No.1 in province)	Feng Changchun (Science) Tang Jiayou (Arts)	Li Peizhe got 686 goals honor No.2 scholar of province about science
2014	Rao Yuyang got 649 goals honor No.1 scholar of city about arts	22 (Ranking No.1 in city)	1467 (Ranking No.1 in province)	Wang Lin	Nothing
2015	Liu Shihao gets 699 goals honor No.1 scholar of province about science Chen Fengzhu gets 643 goals honor No.1 scholar of province about arts	22 (Ranking No.1 in city)	1559 (Ranking No.1 in city)	Cui Zhiyang (Science) Li Tianyan (Science)	Wei Zhanyi gets 630 goals honor No.2 scholar of province about arts Li Zhekun gets 696 goals honor No.3 scholar of province about science

1.1.3 The Background of Research Objective Students

This research survey 57 graduates after taking part in the college entrance examination in Hubei province of Xiangyang city two famous senior schools, most of them get high marks to go to First-class Universities. Because those two middle schools have top-ranking level on teacher quality and teaching ability being full of excellent teaching software and hardware source. This research study on students self-taught concretes and hope getting value results to help more school students to get through college entrance examination success. From the statistics results No.5 and No.4 middle schools have different rates as follows, the number of survey students No.4 middle school on 58.9%, No.5 middle school on 41.1%, the age of survey students on 16 about 3.6%, on 17 about 17.9%, on 18 about 66.1%, on 19 about 12.5%, the gender of survey students about female in 39.3%, about male in 60.7%. In this survey graduates are about 71.4% going to First-class Universities, to 17.9% going to common universities, about 7.1% going to secondary colleges and rest of 3.6% going to less important colleges. The results

imply about 89.3% students going to common universities in 2015 college entrance examinations and above 96.4% students going to secondary colleges. According to the questionnaire survey about 51.8% students want to choose coastal city university, about 30.4% want to go to west district university, about 10.7% prefer to stay at native province to go to university and about 5.4% like to central section to go to university, the least ration is about 1.8% to east section to go to university.

1.2 Research Tool

This research survey use questionnaire included 5 parts the order arranging background information; study attitude, study ability; study motivation; study psychology situation and study methods. The questionnaire all of subjects is choice question, of 26 single choice question, about 4 multiple-choice question. The research hand out 57 questionnaires and hand in 56 to recovery rate at 98.2%. In the research progress and after to communicate with them or deep talking to make up for the limited number and keep the research results validity.

1.3 Research Program

All of the questionnaires are validity keeping at 98.2% recovery rate. The statistics are getting through the all questionnaire and making the whole answers entering EXCEL SHEET. At finally it uses SPSS 17.0 (Chinese version) to enter statistics adapting to descriptive frequency and relevant descriptive double variable quantity.

2. RESULTANALYSIS

2.1 Middle School Students Study Attitude and Study Ability Questionnaire



Figure 5 Student's Study Aim Scale

2.1.2 The Essence of Student Contradict Teacher

The high school students in the adolescent will have big change in both physiology and psychology and appearing different kinds of rebelling behaviors. So in that special period no matter teachers and parents who should take care and help them to concentrate on study and set up friendly relationship with teachers, parents and classmates. While many students contradict the teacher in the classroom to protect themselves more aggressive not stand for disrespect teacher to 48.2% in the scale chart. The rate of 26.8% students is thinking contradiction teacher

2.1.1 The Discrepancy of Study Aim

The statistics results from Figure 5 imply that the students think study as to be helpful person in the future about 66.1%, about 32.1% students want to be finding a good job, and about 1.8% students study to meet parents' demand and expectation. Therefore the rate of 1.8% students have no long term motivation on study just for parents dream, about 32.1% students only for good job salary to pour efforts into the study and hoping to lay a good foundation in the future job hunting. The rate of 66.1% students thinks the study on the one hand with knowledge, on the other hand by the able person, the study aim just for themselves to have lasting value.

as the directive behavior of dislike teacher. The rate of 17.9% students thinking contradiction teacher as the not accomplished behavior and the rest of 7.1% students wish to get more attention from teachers for parents have divorced. To sum up all ration to get about 82.1% students have no concern that they don't show respect for teachers. No matter what happened seriously in the classroom and should respect teacher not quarrel or contradict the teacher in the class instead of to consult with the teacher after class or polite and rational way to deal with the conflict.

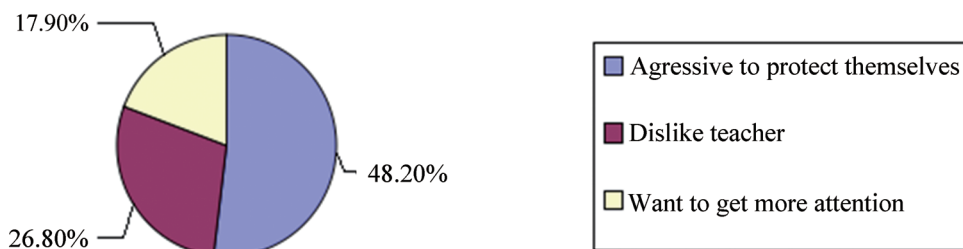


Figure 6 About Contradict Teacher Essence

2.1.3 The Feedback of Students' Listen to Class Efficiency

Classroom as students study place and students listen to class efficiency to direct influence on learning knowledge. Therefore the feedback of students' to listen to class efficiency has more importance to students study. According to the survey results about the rate of 58.9% students can understand the most part of knowledge,

about 35.7% students will know the whole knowledge, and the rest rate of 5.4% students just know a little about knowledge from Figure 7. The statistics results imply that the large part of students master the knowledge in the classroom only about 5.4% students under the helping from teachers can finish assignment and knowledge in the class.

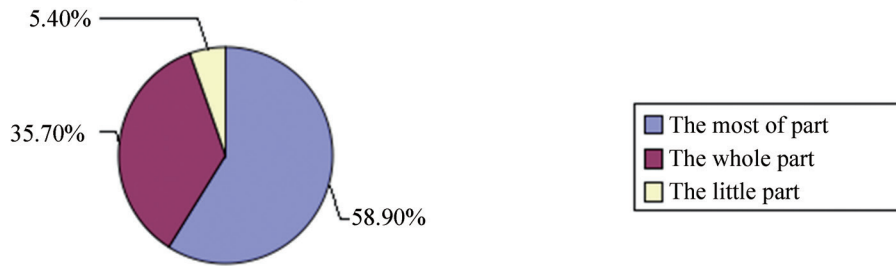


Figure 7
The Feedback of Students Listen to Class Efficiency

2.1.4 The Discrepancy of Students Deal Difficult Problems Attitude

In the progress of study student come across trouble problems belong to common question, the huge discrepancy in which students choose different kinds of way to deal with it. By statistics results the rate of 42.9% students prefer to talk with classmate to cope with problems for talking with classmates having no nervous feeling in happy situation to deal with problems from

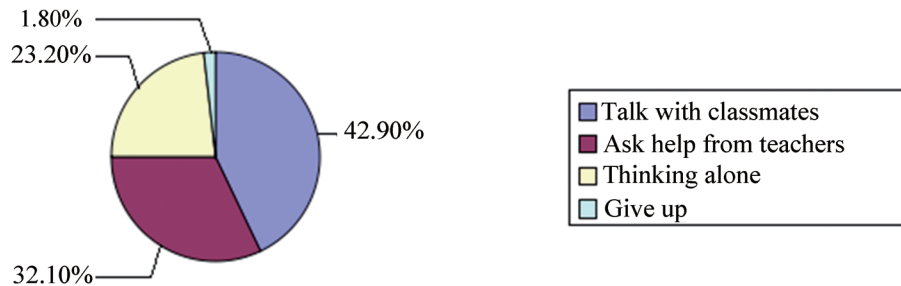


Figure 8
The Discrepancy to Deal With Problems

Figure 8. The rate of 32.1% students chooses asking help from teachers and from 23.2% students will to be alone thinking way to resolve problems, the rest of 1.8% students will give up. When students meet difficult problems in the study is better to keep a good and positive attitude to cope with difficulties and lay a new influence on the following future study knowledge and not pessimistic way to give up and leave a bad influence on the knowledge collection.

2.2 The Questionnaire About High School Students' Motivation

2.2.1 The Influence of Parents Education Level and the Discrepancy Attitude to Students' Study

Parents education level will leave a big influence on students learning in the survey of students going to First-Class University of 39.3% students' parents getting above the undergraduate education level from Figure 9. The rate of 32.1% students' parents getting a high school education level and the rate of 19.6% students' parents in

junior school education level, the rest of 8.9% down the middle school education level. It's implied that parents education level will bring a positive influence on students study. Parents study attitude about students still leave a big influence on study above 50% students' parents taking more care about on students study and 42.9% parents care about studying, the rest of 7.1% students' parents don't care for student study. Owing to parents, have high educational level of the same high level requirements on student study and have ability to instruct student study.

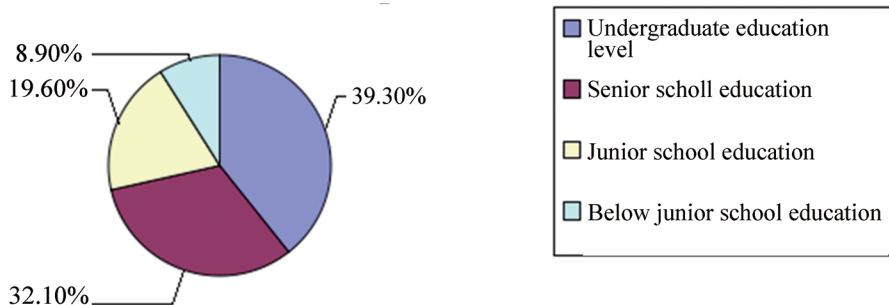


Figure 9
Students' Parents Education Level

2.2.2 The Influence of Outdoor Study Situation to Student Study

Students in the progress of the study except parents and themselves encouragements, the assessment of school, teacher and students concretes will leave different influences on students' study. According to the statistics the rate of 83.9% students thinking about school considering study more important from Figure 10, and Xiangyang No.4, No.5 middle school are corresponding senior schools not only attention study more but also take different kinds of activities to make student life colorful and wonderful. The rate of 12.5% students thinking school take care study and the rest of 3.6% considering school take little care about study for senior school in the examination center and the all teachers will pay more attention to goals and give every student different kinds of care to make student variable feeling on the different opinion to study. As we all known to the teacher's words and actions will influence students more and leave a different feeling on the students' study. The rate of 46%

students considers the teacher will give them influence and the rate of 30.4% students thinking teacher influence them more. Different students will have different feeling the rate of 21.4% students thinking teacher won't have big influence and the rest of 1.8% students have no effects to their study any more. Teacher and student are two important participators in the teaching activity and influence each other more. The statistics imply that the assessment from classmate who will have big influence on student study variable the rate of 42.9% students having common effects and about 33.9% thinking the classmate assessment having influence, the rate of 10.7% students considering student assessment having big influence, the rest of 12.5% students don't care any more and thinking the student assessment having no effects from Figure 11. The classmate assessment is the one part of the assessment, when someone tells shortcomings of study finding way to correct in time. Everyone has a weakness appearing out accepting or refusing just depending by the standard in the heart.

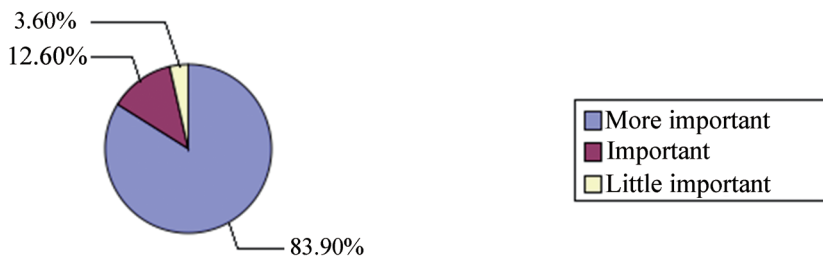


Figure 10
The Students Thinking School Paying More Attention to Study the Scale

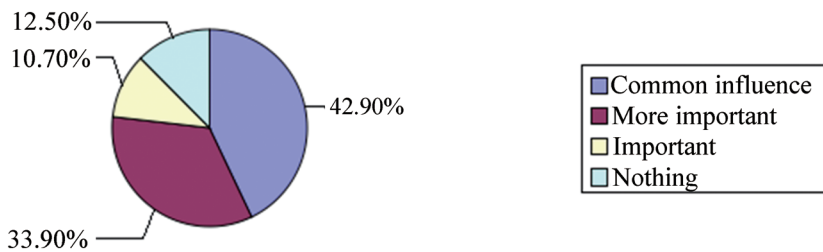


Figure 11
The Influence of Classmate Assessment

2.2.3 The Discrepancy of Student Study Attitude

Students finishing the homework are the best way to master the assent of knowledge and the avenue of breaking out problems to better for them to make up for mistakes. According to the survey of statistics from Figure 12 the rate of 80.4% students take more seriously to assignment and the rate of 8.9% students will make choice to teacher's homework to finish easy part and giving up the difficulty part, the rest of 1.8% students never do the assignment any longer. Doing the homework is the most important avenue and everyone should finish the assignment in time and quality and better for the future knowledge learning. As for the students going to First-Class University have different opinions on the assent of hardworking the rate of

10.7% students thinking their study more hard and the rate of 50% students study hard, the rate of 32.1% students thinking their study common and about 7% students having no attitude to study hardworking. Senior school is as the period of examination concentrated and every knowledge having connected relation. Study needs student spending much of the time and hardworking to collective knowledge, so hardworking as the important attitude to student study. Student study aim and attitude have big discrepancy the rate of 37.5% students thinking learning knowledge to be aspects and scholars in the future, the rate of 23.2% students deciding to be entrepreneurs and on business about 16.1% having goal just on the pursuit period, the rate of 8.9% students wanting to be public

servant. According to the survey statistics that the rate of 7.1% students having no aim and the rest of 1.8% students

to be an individual one. Students must set up the goal to stimulate pouring efforts into the study.

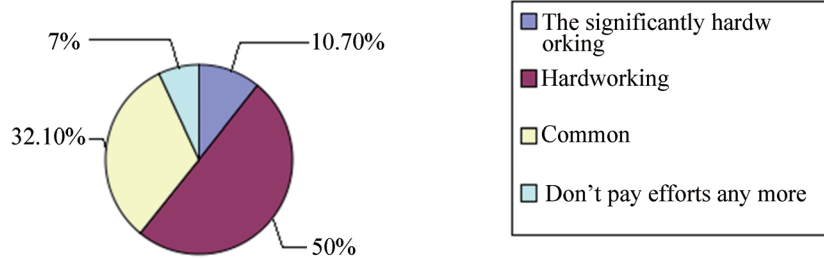


Figure 12
Student Study Behavior

2.3 The Questionnaire of Student Study Psychology Situation

2.3.1 The Student Study and Life Attitude

Senior school study need student spending more time and hardworking and every students will have different extent of adoption, the rate of 53.6% students feeling no difficult in high school life and the rate of 37.5% students adopting to senior school life, while the strange situation that about the rate of 5.4% students have been already graduate still having no adopting feeling. The senior school life and study will leave a big influence on the whole senior school time, so the rate of 60.7% students will depend on the plan to hardworking and directive avenue. The rate of 23.2% students has no schedule and plan to senior school life, the rest of 16.1% students make a full schedule and plan to fight for study. If student set up the study goal the important thing to pour efforts into it.

2.3.2 The Discrepancy of Student Study Pressure and the Way of Deal With Problems

According to the survey statistics implied that the rate of 51.8% students study pressure from their respective dream, the rate of 44.6% students' study pressure from family wish, and the rate of 3.6% students' pressure from teacher respective dream from Figure 13. Study pressure is one of the common things in the progress of study, it's better to make use of pressure to transform into study

motivation. There are many kinds of pressure way to cope with pressure, the rate of 30.4% students choose internet entertainment leisure means to break out of psychology such as playing computer games, listening to sorts of music to adapt pressure for that is the electricity internet era by internet communication common way. The rate of 21.4% students will chat with people to break out and the rate of 19.6% students by sleeping to cope with it, the rest of 16.1% students being fond of sports instead of pressure and the rate of 3.6% students having no idea to deal with study psychology. No matter in the life or study both the teacher or student will meet difficulties, the best way to find the scientific and rational way, without exception of students come across difficulties in study. From the survey statistics implied that the rate of 48.2% students refer to others fruits to some extent and the rate of 42.9% students giving up sleep to insist in last time, the rest of 4.7% students refer to others all. At the same time every student have already set up study aim by their own real situation and change the plan or aim in the progress of study, the rate of 53.6% students will keep on to accomplish the study goal and the rate of 42.9% students will short the aim, the rest of 3.6% making giving up when meet a difficult problem. In the life and study are both full of difficult or pressure without exception, everyone should be in an optimistic and right way to face up believing in difficulty in temporary.

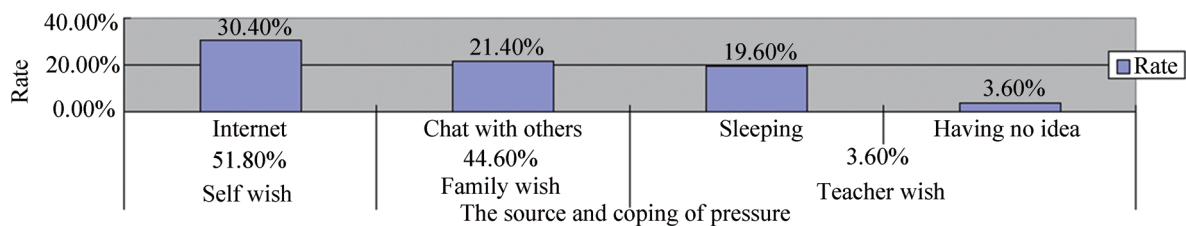


Figure 13
Student Pressure and the Coping Way of Pressure

2.4 The Questionnaire of High School Students Study Way

2.4.1 The Discrepancy of Students Preview Study Way

When every year new school start, everyone will make a different plan and schedule to make preparation for study

and life. According to the survey statistics implied that the rate of 39.3% students will check out homework and the number of 23.2% students making new plan and aim about study to make mush progress in the future, the rate of 21.4% students prepare the life materials for study,

the rest of 16.1% have no plan and preparation for study. Previewing curriculum before class is a good habit for study, the rate of 44.6% students sometime to spend time to preview and the 26.8% students will catch up with the pace of teacher teaching, the rate of 21.4% students costing much time to study, the rest of 7.1% students never to preview. Previewing is better for our study and collection knowledge, the right way to study to make habit before class to preview curriculum.

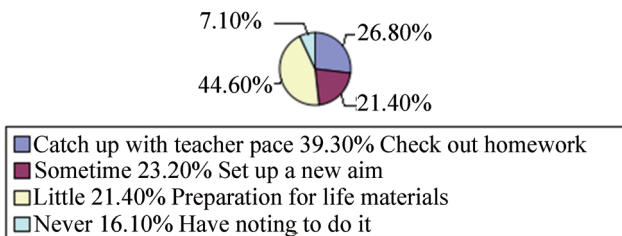


Figure 14
The Situation of Before Class

2.4.2 The Discrepancy of Study Way in the Class

Many teachers will make notes in class to influence students habit of making notes in the class. The rate of 64.3% students choose listening to class and making notes at the same time, the rate of 19.6% students wouldn't to make notes rather to keep pace with teacher teaching, the number of 10.7% students choosing the important part to make notes and leaving a bad influence on the following class from the Scale Figure 10. The rest of 5.4% students having no idea and thinking to make all notes in the class. In the self-study time, the rate of 46.4% students will make up the shortcoming parts of teaching to study the difficult curriculum, the rate of 33.9% students will do the homework and the rate of 16.1% students making sum up to today study situation. In the progress of study, it's better to make a habit for making notes and making up shortcoming part.

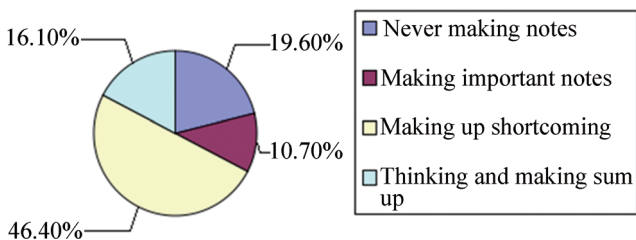


Figure 15
The Making Notes Situation in the Class

2.4.3 The Discrepancy of After Class Study Way

There are many excellent students who will keep a good habit in preparation of preview curriculum, in the progress of class and after class of reviewing to make some trouble to keep balance between the finishing assignments and reviewing the curriculum. From the survey statistics implied that the rate of 53.6% prefer to accomplish homework and then by reading, making notes, and asking help from teacher or classmate, the rate of 16.1% students will make sum up of the important or difficult parts before doing homework. It's significant to correct the wrong questions at the rate of 50% students who will correct in teacher teaching, the rate of 25% correcting in quickly from the Scale Figure 11. According to the survey statistics implied that 23.2% students correct wrong question in self study time, the rest of 1.8% students never correct wrong parts and making the wrong question to a book and better for the future collective knowledge.

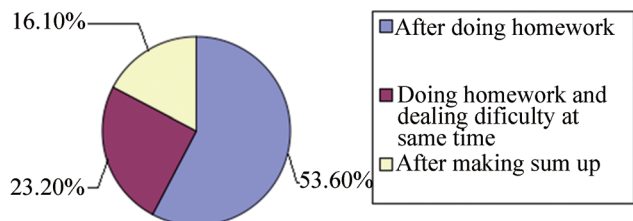


Figure 16
The Situation of After Class

3. RESEARCH CONCLUSION

3.1 The Discrepancy of Study Attitude and Ability and Study Motivation Relativity

From Table 2 statistics implied that students study aim with wishing to find good job and to be useful person relativity notable. Large part of students prefers to ask helping from teacher or classmate to resolve difficult problem and the least of students choosing to stay alone to cope with trouble, many of them thinking hardworking in the progress of study relativity remarkable. In the progress of survey research schools, teachers, parents consider education more important that attitude stimulation student study motivation. It makes student thinking parents and school speaking highly of them, parents treating student study important in school considering education important relativity notable. The school considers education significantly important lead to the extent of student study hardworking, the student will take study assignment seriously and teaching plan.

Table 2
Study Aim With Wishing to Find Good Job and to Be Useful Person Relativity Notable

		How to cope with study important parts	The attitude of student doing homework	The extent of student considering hardworking	The main reason to go to school	Your dream
Study aim	Pearson relativity	.040	-.441**	-.219	-.512**	-.104
	Notable (Double side)	.768	.001	.104	.000	.458
	N	56	56	56	44	53
Listening to class efficiency	Pearson relativity	-.152	.154	.086	.150	.252
	Notable (Double side)	.265	.256	.531	.332	.069
	N	56	56	56	44	53
The attitude to difficult problem in the progress of study	Pearson relativity	.800**	.158	.386**	.337*	.364**
	Notable (Double side)	.000	.244	.003	.025	.007
	N	56	56	56	44	53
The attitude of parents to student study	Pearson relativity	-.144	-.150	-.134	-.225	-.010
	Notable (Double side)	.290	.270	.326	.142	.943
	N	56	56	56	44	53
The extent of school considering to education important	Pearson relativity	-.105	-.340*	-.296*	-.148	.000
	Notable (Double side)	.440	.010	.027	.337	.998
	N	56	56	56	44	53
How to cope with study important parts	Pearson relativity	1	.237	.408**	.264	.256
	Notable (Double side)		.079	.002	.083	.064
	N	56	56	56	44	53
The attitude of student doing homework	Pearson relativity	.237	1	.446**	.556**	.242
	Notable (Double side)	.079		.001	.000	.080
	N	56	56	56	44	53
The extent of student considering hardworking	Pearson relativity	.408**	.446**	1	.477**	.390**
	Notable (Double side)	.002	.001		.001	.004
	N	56	56	56	44	53
The main reason to go to school	Pearson relativity	.264	.556**	.477**	1	.142
	Notable (Double side)	.083	.000	.001		.375
	N	44	44	44	44	41
Your dream	Pearson relativity	.256	.242	.390**	.142	1
	Notable (Double side)	.064	.080	.004	.375	
	N	53	53	53	41	53

3.2 The Discrepancy of Study Motivation and Study Psychology Relativity

From Table 3 statistics implied that study motivation and study psychology relativity remarkable. The research results state that many students study pressure from teachers and parents of expectation. On the opposite many teachers and parents are never giving students pressure on study rather in a claim and peaceful attitude about students study situation, the stress is in the truth from own wish or dream. When students meet heavy stress different people who will make different decision to deal with difficult problem and trouble. From results statistics state that the rate of 30.4% students choosing in the way of internet breaking out of pressure. Internet is double sword, it's better for students using the internet under the introduction of teachers or parents. If teachers or parents instruction to students, the students will in science and optimistic attitude to use internet acquirement the healthy way of better both

for psychology and physiology to cope with study pressure or study trouble in the progress of study. The statistics rate of 21.4% students will chat with classmates, which are a useful way to break out pressure. Chatting with someone, has two advantages on the one hand to make people friendly, on the other hand to get a better way to break out heavy study psychology pressure. The extent of school considering education important leave a huge influence on the attitude of students thinking about teaching assignments leading to many students giving up sleeping to finish teaching homework, the assessment of classmate influence student study attitude as well. Survey research feedback implied that the large number of students make full of study plan or schedule on high school. The students' grit and self-restrain will leave a good influence on the coping way of dealing with difficult question in the progress of stud, and many students choosing keeping on hardworking or reduce the long term study aim.

Table 3
Study Motivation and Study Psychology Relativity Remarkable

		The extent of school considering to education important	The attitude of teacher	The assessment of classmate	How to cope with study important part	The attitude of student doing homework	The extent of student considering hardworking
The extent of adaptation of high school study	Pearson relativity	-.224	.084	.042	.171	.194	.355**
	Notable (Double side)	.098	.540	.760	.207	.152	.007
	N	56	56	56	56	56	56
The source of study pressure	Pearson relativity	-.112	-.265*	-.166	.205	-.163	-.191
	Notable (Double side)	.413	.048	.222	.130	.229	.158
	N	56	56	56	56	56	56
How to break out study pressure	Pearson relativity	-.078	.164	.087	.346*	.069	.324*
	Notable (Double side)	.588	.250	.542	.013	.630	.020
	N	51	51	51	51	51	51
The attitude of finish teaching assignment	Pearson relativity	-.302*	.135	.319*	.243	.544**	.355**
	Notable (Double side)	.024	.321	.017	.071	.000	.007
	N	56	56	56	56	56	56
The study plan of high school	Pearson relativity	-.193	.104	.195	.329*	.150	.283*
	Notable (Double side)	.155	.444	.151	.013	.270	.034
	N	56	56	56	56	56	56
Grit	Pearson relativity	-.164	.226	.150	.166	.355**	.288*
	Notable (Double side)	.226	.094	.271	.222	.007	.031
	N	56	56	56	56	56	56
The attitude of parents to student stud	Pearson relativity	.342**	-.011	-.024	-.144	-.150	-.134
	Notable (Double side)	.010	.938	.859	.290	.270	.326
	N	56	56	56	56	56	56
The extent of school considering to education important	Pearson relativity	1	-.069	.013	-.105	-.340*	-.296*
	Notable (Double side)		.615	.926	.440	.010	.027
	N	56	56	56	56	56	56
The attitude of teacher	Pearson relativity	-.069	1	-.020	-.223	.034	.059
	Notable (Double side)	.615		.885	.099	.803	.667
	N	56	56	56	56	56	56
The assessment of classmate	Pearson relativity	.013	-.020	1	.082	.201	.099
	Notable (Double side)	.926	.885		.550	.138	.468
	N	56	56	56	56	56	56
How to cope with study important part	Pearson relativity	-.105	-.223	.082	1	.237	.408**
	Notable (Double side)	.440	.099	.550		.079	.002
	N	56	56	56	56	56	56
The attitude of student doing homework	Pearson relativity	-.340*	.034	.201	.237	1	.446**
	Notable (Double side)	.010	.803	.138	.079		.001
	N	56	56	56	56	56	56
The extent of student considering hardworking	Pearson relativity	-.296*	.059	.099	.408**	.446**	1
	Notable (Double side)	.027	.667	.468	.002	.001	
	N	56	56	56	56	56	56
The main reason to go to school	Pearson relativity	-.148	.228	-.105	.264	.556**	.477**
	Notable (Double side)	.337	.136	.499	.083	.000	.001
	N	44	44	44	44	44	44
Your dream	Pearson relativity	.000	-.164	-.018	.256	.242	.390**
	Notable (Double side)	.998	.239	.900	.064	.080	.004
	N	53	53	53	53	53	53

3.3 The Discrepancy of Study Attitude and Ability and Study Way Relativity

The student study attitude will influence the discrepancy of study way, the survey research statistics implied that the most part of students are willing to study by alone and make full of preparation or study schedule about the preview class, the progress of study and the review class to keep the high quality and high efficiency. From the statistics state that the rate of 83.9% students going to the First-Class Universities having a good habit on the preview curriculum and making notes about the significant part of knowledge in the progress of the class. Although the part of students have different kinds of making notes the rate of 64.3% students making notes at the teacher teaching in class and the number of 10.7% students making choice from the important knowledge, the rest of 5.4% students making the whole contents about teacher teaching. Every student should master the way and secret of listening to class for the notes being the essence of the class contents which can take out of the text book being consisted of a series of units or organic

knowledge better for student collection contents. As for the self-study time, student would better to having the detailed plan or schedule, the rate of 46.6% students will making full using of study time to make up with the shortcoming knowledge and the rate of 16.1% students making sum up or deep thinking. Many students make a habit of correct mistake of knowledge that is good for the master of the difficult teaching contents. From Table 3 statistics implied that the students have the remarkable in the time of correcting mistake knowledge. The rate of 23.2% students decides to correct mistake after class and the rate of 50% students correcting the mistakes in the class of teacher teaching in time, the rest of 25% students choosing correcting mistakes quickly upon giving out class. Study is necessary of time or hardworking not only to master the knowledge of class, but also to make a habit of previewing curriculum, making notes in the progress of the class, reviewing contents. Finally students should to make up for the shortcoming and correcting the mistakes to lay a good foundation to future collecting knowledge and stimulating study making much progress.

Table 4
Study Preparation Or Schedule, as well as Study's High Quality and High Efficiency

		Study aim	Listening to class efficiency	The attitude to difficult problem in the progress of study	The preparation of starting semester	The attitude of preview curriculum
Study aim	Pearson relativity	1	-.399**	-.044	.417**	.106
	Notable (Double side)		.002	.750	.001	.435
	N	56	56	56	56	56
Listening to class efficiency	Pearson relativity	-.399**	1	-.157	-.132	-.119
	Notable (Double side)	.002		.248	.333	.383
	N	56	56	56	56	56
The attitude to difficult problem in the progress of study	Pearson relativity	-.044	-.157	1	-.179	-.255
	Notable (Double side)	.750	.248		.186	.058
	N	56	56	56	56	56
The preparation of starting semester	Pearson relativity	.417**	-.132	-.179	1	.311*
	Notable (Double side)	.001	.333	.186		.020
	N	56	56	56	56	56
The attitude of preview curriculum	Pearson relativity	.106	-.119	-.255	.311*	1
	Notable (Double side)	.435	.383	.058	.020	
	N	56	56	56	56	56
The way of listening to class	Pearson relativity	.029	-.070	-.403**	.258	.217
	Notable (Double side)	.834	.608	.002	.055	.108
	N	56	56	56	56	56
The situation of self-study time	Pearson relativity	.070	-.135	-.290*	.018	.307*
	Notable (Double side)	.607	.321	.030	.898	.021
	N	56	56	56	56	56
The situation of preview	Pearson relativity	.000	.018	-.170	-.062	-.027
	Notable (Double side)	1.000	.894	.211	.650	.845
	N	56	56	56	56	56
How to keep balance between previewing curriculum with assignment	Pearson relativity	.250	-.423**	.039	.120	.338*
	Notable (Double side)	.063	.001	.777	.377	.011
	N	56	56	56	56	56

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