

Investigation on the Quality of Life of Primary School Students

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Abstract: This paper investigates and studies the quality of life of primary school students, and the results show that the quality of life of primary school students in Chongchuan District of Nantong is generally at the upper middle level, and it shows a downward trend with age. There were significant differences between 8-year-old boys and girls in “teacher-student relationship”, “learning ability and attitude”, “self-concept relationship”, “peer relationship” and “homework attitude”, and girls were better than boys. There were significant differences between 10-year-old boys and girls in the scores of “teacher-student relationship” and “self-satisfaction relationship”, and girls were better than boys; There were significant differences between 11-year-old boys and girls in the two factors of “activity opportunity” and “athletic ability”, and boys were better than girls. There was no difference in the remaining ages by factor. Improving the quality of life of primary school students requires the active cooperation of schools, teachers and parents, as well as special attention to the differences between boys and girls aged 8, 10 and 11.

Keywords: Quality of Life; Primary School Student; Investigation

Introduction

As the mainstay of a country’s future, the quality of life of primary school students directly affects their own growth and development. In order to understand the quality of life of primary school students in Chongchuan District, Nantong, it provides a reference for local primary schools to formulate nutrition and health construction, and promotes the all-round development of primary school students. This paper investigates and studies the current situation of the quality of life of primary school students in Chongchuan District, Nantong.

1. Objects and methods

1.1 Object

The whole group stratified sampling method was used to conduct a quality of life questionnaire survey on primary school students in Chongchuan District, Nantong, and a total of 653 questionnaires were distributed through questionnaire stars, and 621 valid questionnaires were recovered, with an effective rate of 95.09%. Among them, 314 (50.56%) were male and 307 (49.44%) were female.

1.2 Method

The questionnaire adopts the National Standard GB/T 31178-2014 *Quality of Life of Children and Adolescents* officially issued by the National Health and Family Planning Commission of the People’s Republic of Chinese China and the Standardization Administration of the People’s Republic of China, which is applicable to the quality of life survey of children and adolescents aged 7~18. SPSS26.0 software was used to perform statistical analysis of survey data.

2. Results

2.1 Comparison of the quality of life of primary school students with the national norm

The quality of life of primary school students in Chongchuan District of Nantong is generally at the upper middle level, and the

quality of life of primary school students is declining with age. The quality of life of boys aged 7, 8 and 10 years is lower than the national norm, and the quality of life of boys aged 9 and 11-13 is higher than the national norm; Girls are also in the younger age group of 7-9 years old, and their quality of life is lower than the national norm, and the rest of the ages are higher than the national norm. See Figure 1.

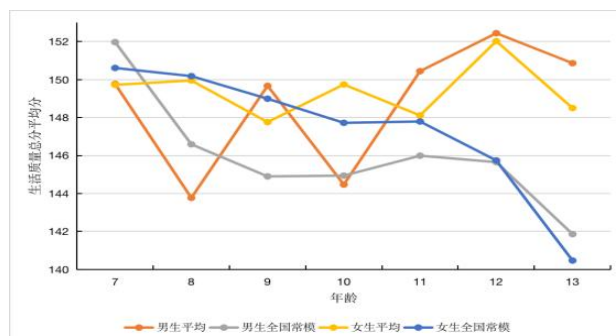


Fig. 1. Line chart comparing the average total quality of life score with the national norm

2.2 Comparison of gender differences of factors in the quality of life dimension of primary school students of different ages

Quality of life contains four dimensions: “psychosocial function”, “physical mental health”, “living environment” and “quality of life satisfaction”, and each dimension has multiple factors. Taking gender as the overall identification variable, the t-test was performed on the scores of each factor of each dimension of different ages, and the differences of each factor of different sexes were compared, and the results showed that there were obvious differences in the factors listed in Table 1, and there was no difference between the sexes of the other age factors.

The psychosocial function includes five factors: teacher-student relationship, parent-child relationship, learning ability and attitude, self-concept relationship, and peer relationship. The comparison found that 8-year-old boys and girls scored significantly differently in “teacher-student relationship”, “learning ability and attitude”, “self-concept relationship” and “peer relationship”, while 10-year-old boys and girls scored significantly differently in “teacher-student relationship”. In terms of “teacher-student relationship”, combined with standard deviation analysis, it is seen that the teacher-student relationship of girls is significantly better than that of boys, which is inseparable from the fact that girls are more sensitive to emotional perception than boys, Ma Xiaoqian and other scholars found that the relationship between teachers and students affects the habit formation and social-emotional function of primary school students, so teachers should lead by example and set a good example for students. There were differences between 8-year-old boys and girls in the quality of life scores of “learning ability and attitude”, “self-concept relationship” and “peer relationship”, and girls were higher than boys, which may be inseparable from the growth and development of girls ahead of boys in childhood. There was no difference in the age of “parent-child relationship”, indicating that parents had no significant impact on the quality of life of children of different genders.

Physical and mental health includes three factors: “somatic feelings”, “negative emotions” and “work attitude”. Except for 8-year-old boys and girls, the P value of “work attitude” was less than 0.05, and the rest of the factors did not differ by age. From the average difference, it can be seen that girls’ homework attitude is better than boys, and the difference between boys and girls in homework attitude is the difference between social maturity from a psychological point of view, so girls will be more active than boys, and the stability of attention is higher than that of boys. Lower grade boys will be more playful, so the difference will be more significant.

The living environment includes three factors: “convenience of living”, “activity opportunity” and “athletic ability”. There were significant differences between the two factors of “activity opportunity” and “exercise ability” for 11-year-old boys and girls, and there was no difference in the other ages. In terms of mean difference, boys in all age groups were better than girls in the two factors of “activity chance” and “exercise ability” or there was little difference between the two. Thomas research showed that boys performed better than girls on five test tasks: grip strength, sprinting, long-distance running, round-trip running, and sit-ups.

Quality of life satisfaction includes two secondary indicators: “self-satisfaction relationship” and “other”.

After the t-test, it can be seen that there is a significant difference in the “self-satisfaction relationship” between 10-year-old boys and girls, and the satisfaction of girls is higher than that of boys.

Table 1. Comparison of the psychosocial dimensions of men and women

First-level dimensions	Secondary factor	Age	Gender	N	Mean	Standard deviation	Mean difference	<i>t</i>	<i>P-value</i>
Psychosocial functioning	Teacher-student relationship	8	Male	63	15.1	2.59	-1.08	-2.381	0.019
			Female	60	16.18	2.47			
	Learning ability and attitude	10	Male	55	14.64	2.58	-1.08	-2.17	0.032
			Female	54	15.72	2.64			
		8	Male	63	7.54	1.48	-0.99	-3.572	0.001
			Female	60	8.53	1.6			
Peer relationships	8	Male	63	9.89	2.18	-1.39	-3.516	0.001	
		Female	60	11.28	2.22				
	8	Male	63	14.1	2.51	-0.97	-2.043	0.043	
		Female	60	15.07	2.75				
Physical and mental health	Homework attitude	8	Male	63	8.05	1.61	-0.63	-2.099	0.038
			Female	60	8.68	1.74			
Living environment	Opportunistic activities	11	Male	45	8.07	1.56	0.7	2.027	0.046
			female	47	7.36	1.77			
	Athletic relationships	11	Male	45	8.36	1.98	0.82	2.141	0.035
			Female	47	7.53	1.69			
Quality of life satisfaction	Self-satisfaction relationships	10	Male	55	18.51	2.51	-1.1	-2.074	0.041
			Female	54	19.61	3.01			

3. Discussion

From the results of this survey and study, the quality of life of primary school students in Chongchuan District of Nantong is generally good compared with the national norm, and there are some problems that need to be intervened as soon as possible, and the intervention strategy should comprehensively consider the intrinsic relationship between various dimensions, among which the three age groups of 8 years, 10 years old and 11 years old have different gender differences, which need to be paid attention to. It is recommended that intervention can be done in the following three areas.

From the perspective of schools, teachers are first required to strengthen the interaction, communication and trust between teachers and students, so that students can build more self-confidence and promote personality development when they are in the stage of social self-expression. Secondly, schools should work with teachers to start from hobbies and interests, and use painting, music, film and other art forms in multiple dimensions to enhance students' enthusiasm for learning, change students' learning attitude and homework attitude, and let them understand that reading can be displayed in many forms. Finally, schools should encourage students to actively participate in physical exercise, and can carry out more sports-themed activities, class meetings, second classes, etc., to strengthen students' physical fitness and reduce the impact of overweight and obesity.

For teachers, they should implement a teaching method based on praise and encouragement, improve the relationship with students, face each lesson with a smile and optimism, convey positive energy from the spiritual level, and actively communicate with students as friends, understand students' strengths and weaknesses, teach according to aptitude, adjust teaching methods and progress appropriately, and let students feel the relaxed atmosphere in the classroom. In the face of younger students, we should give full play to their dependence on teachers, cultivate feelings, and lay the foundation for future relationships. It is also necessary to promote students' judgment of their own importance in different aspects through the merits of each person, which can not only enhance the sense of collective honor, but also make the peer relationship more harmonious and gain more friends.

The family is the basic unit that constitutes society, the cell and microcosm of society. Family education is of great value to the healthy development of primary school students. First of all, parents should establish a correct view of family education, build a good parent-child relationship, and respect the main position of children in after-school life. It is necessary for parents to seize the opportunity to guide children to establish correct values, enhance children's interest in learning, correct children's awareness prejudices and behavioral deviations in after-school life in multiple ways, and improve children's comprehensive quality to improve children's self-confidence. Secondly, parents should set an example for their children, take the initiative to learn knowledge, improve their self-cultivation, and create a healthy and beneficial family leisure environment. Finally, parents can improve their children's convenience and enthusiasm for life within their own conditions, encourage their children to make more friends, and enhance their happiness.

Only by working together, teachers and families working together, fully integrating resources and forming a virtuous circle of mutual cooperation can we better improve the quality of life of primary school students and make them grow up healthier and happier.

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