



FACTORS INFLUENCING STUDENT EXPECTATIONS OF SATISFACTION IN CHINESE HIGHER EDUCATION FUNDING

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Abstract:

China has gradually developed a multi-stage reform mechanism for student financial assistance in education. This study discusses the importance of satisfaction among students in analysing funding policies and programmes. The report will identify the challenges and shortcomings of university funding by reviewing and studying underlying issues. This study uses a mixture of qualitative and quantitative approaches, with an emphasis on quantitative methods. The primary aim of the analysis is to investigate the variables that affect student aspirations and satisfaction with Chinese higher education funding. It gathers primary data through realistic research and conducts in-depth statistics and data interpretation on the collected data. This study mainly relates consumer satisfaction and the modern public service philosophy to student satisfaction assessment. The evaluation of the new assistance programme of colleges and universities may be basically as a public good. The study adds to Vygotsky's theory of cognitive growth by developing relationships between paying support, free funding, overt funding, tacit funding, and student satisfaction among Chinese secondary students. It establishes the appropriateness of using models and hypotheses from developed countries to study in China. The study's key conclusions involved the impact of paying support, free funding, explicit funding, and tacit funding on student satisfaction. It sheds light on the relationships and impacts of internal higher education institution factors, external higher education institutions factors, and student factors on Student Satisfaction. It offers a more comprehensive view of the impact of different variables on Student satisfaction than previous studies have explored in this area.

Keywords: student expectations, satisfaction, funding, higher education, China

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1. Introduction

In this age of information and technology, the importance of educating the next generation to be dedicated professionals is undeniable. This realization has led China to emphasize on quality education among its people as China has gradually developed a multi-stage reform mechanism for student financial assistance in education. The educational funding scheme is designed to encourage the national government to support low-income families to enable children to secure an education and finish their studies. The high achievement in education from funded students leads to an evaluation of current funding methods, and thus, continuous improvement of the funding policy process is needed, this has resulted in the importance, enhancement, and sophistication of developing funding mechanisms. This study discusses the importance of satisfaction among students in analysing funding policies and programmes, as well as the findings and shortcomings. This study discusses the development of Chinese Student Financial Aid in 2016 and this section is augmented with information on the context of the issue and the nature of this study.

The determining factors of student satisfaction in funding development of Chinese Student financial aid in 2016 forms the main purpose of this study. China has slowly established a multi-stage reform system for education student financial assistance. This study explains the significance of the satisfaction study in analysing funding policies and programmes, as well as conclusions and limitations. section is supplemented by material on the thesis' meaning, the problem statement, research questions, and the study's nature. During the transitional phase of the previous study, funding looking through the perspective of student job satisfaction in the form of higher education funding. These include subsidy and free sponsorship, recessive funding and several financing issues, methods to improve students' comprehensive ability, improving student satisfaction funding structure, and fostering student growth were investigated. This study shows that the problems that arose during the transition phase in the distribution of national awards and grants, the viability of introducing national student support loans, the need for work-study support roles, opinions on change, the design and execution of educational activities, and the impact assessment were all discussed in the framework of this study. This report will identify the challenges and shortcomings of university funding by reviewing and studying the underlying issues in order to solve these concerns, make effective recommendations and measures for improving the scheme, and include realistic implementation strategies. As a result, it can be shown that not only education financial aid is available for students to continue their education in higher learning institutions but student satisfaction in terms of financial aid provided will be evaluated. According to the discussion, there is an awareness gap in the existing literature about how various variables affect students' perceptions of a specific subject. As a result, a broad and deep understanding of the impact of numerous variables on student satisfaction is undoubtedly valuable for the various stakeholders of the general education system, such as politicians, school officials, principals, teachers, and parents to enhance their

commitment to the growth of student satisfaction in the issue. The primary aim of the analysis in this study is to investigate the variables that affect student aspirations and satisfaction with Chinese higher education funding.

As part of the social operation of the decision process, a public satisfaction survey is conducted to help identify the interests of the public. It is advantageous to safeguard every citizen's right to an education and to encourage justice and quality of education. A significant number of analytical books on funding activities, empirical reports, and papers on funding policies outside of central China were gathered during the research. The questionnaire was meticulously structured to clarify and comprehend the microdata materials of the funding system and the enhancement of students' overall ability. It is beneficial to consider the needs of students from low-income backgrounds as well as the challenges and limitations of university financial assistance transitional policies. The analysis of student satisfaction in the university mode financial assistance during the adjustment process is not only essential, but it is also valuable. It encourages people to get the most out of their financial assistance.

This research presented the new philosophy in terms of students' satisfaction with the financial aid provided as well as the new college and university support strategy as a public benefit. Students are the direct recipients of current funding programmes. This study uses a mixture of qualitative and quantitative approaches, with an emphasis on quantitative methods. It gathers primary data through realistic research and conducts in-depth statistics and data interpretation on the collected data.

2. Literature Review

As part of the social operation of the decision process, a public satisfaction survey is conducted to help identify the interests of the public. A significant number of analytical books on funding methods were collected for this study. The meta-analysis was meticulously constructed to describe and comprehend the funding system's microdata materials. The study presented the modern public service philosophy of the client and the individual, as well as the new college and university support strategy as a public benefit.

2.1 Bronfenbrenner's Ecological Systems Theory

An evolutionary approach to understanding academic achievement allows for a thorough understanding of the processes that drive academic achievement. According to Bronfenbrenner (1979), understanding young student growth requires an examination of the interactions between various people and environments connected with a young student. The student is situated at the centre of a series of distal and interconnected realms of power, ranging from family and higher education institutions to society and societal institutions.

Exosystem dynamics influence the young student by forming frameworks in the young student's microsystem. The working environment of a student's parents, for

example, may have an effect on the relationship between the student and parents. The cultural setting in which the student lives away from their parents is a common phenomenon in China for students to seek better education and the emphasizes of quality education. Factors such as the country's level of growth, paid funding, poverty, cultural values, laws, customs, and ethnicity forms undeniable psychological impacts on students. Further, these factors have an impact on the other spheres described in the ecological systems theory so far. Finally, Bronfenbrenner (1979) suggested a different realm called the chronosystem, which refers to the influence of time on the other realms. It is concerned with the transitions and shifts that exist in a person's life. One prominent example is how a parent's divorce affects their children's behaviour. According to this theory, the influences of students' aspirations do not happen in isolation, and therefore researchers must work to explain the interactions between the different realms of biological processes and the developing young student.

2.2 Vygotsky's Theory of Cognitive Development

Sociologist Lev Vygotsky (1978) concluded that adults in culture encourage young students' academic learning in a specific way by allowing them demanding and practical experiences. According to Vygotsky's (1978) perspective on young student growth, it is apparent that parents, teachers, and other groups of people in the young student's culture, such as peer groups, play an important role in intervening in the relationship between academic ability and achievement. *"Learning stimulates a series of internal developmental mechanisms that can only function as the young student communicates with those in his environment and collaborates with peers"* (p. 90). Vygotsky's theory is built on two key concepts: the Zone of Proximal Development and scaffolding. The concept of the Region of Proximal Growth refers to the idea that young students can complete more difficult tasks while being helped by more seasoned and competent individuals. Vygotsky described two phases of development. He defined actual progress as the lower limit of tasks that a young student can perform alone and potential development as the upper limit of tasks that a young student can perform with the help of a more experienced individual. The degree to which a young student can spread his or her progress in the zone of proximal growth is determined by the assistance offered by more experienced individuals, most notably teachers and parents. Scaffolding is a way of tailoring the amount of assistance to the needs of the young student (Burkhalter, 1995). As a result, the positions of both parents and teachers are crucial for a young student's potential development. As a consequence, Vygotsky's Theory of Cognitive Development provides a strong theoretical basis for the conceptual background of the current research.

2.3 Social Cognitive Theory

The social cognitive theory aims to understand how individuals learn competencies, behaviours, beliefs, and behavioural types. Human functioning, according to Bandura, is the product of the interaction of personal, behavioural, and environmental influences. The impact of paid funding, free funding, implicit funding, higher educational institution

resources, and student expectation and student satisfaction are investigated in this study. The hypothesis offers a solid theoretical foundation for including such variables in a model that predicts student satisfaction. It emphasises the significance of both parents and teachers as role models in instilling desired behaviour among students, which contributes to the creation of improved grades. The model explains how these variables interact with one another and how they affect one another in both directions. The thesis concludes that this hypothesis can be used to increase classroom funding and forecast student success with schoolwork. Please return to the previous page to see the whole post. Any of these aspects of an individual's self-regulation incentive.

2.4 New Public Service Theory

Dennard, a well-known American public administration scholar, suggests the new civil service theory on the basis of the new public management theory. Christopher Hood, a well-known British public relations academic, first suggested the "*new public management*" hypothesis in 1991. It is a public policy philosophy in which the central management principle is cooperation between the government and the sector (Li, 2013). According to the modern public management philosophy, the government no longer calls the shots in the bureaucracy, but now offers high-quality service to consumers. According to the service administration, the government should regard people as customers, be customer-oriented, value customer sovereignty, and stick to the service orientation, for customers to establish good management efficiency, fair allocation, and consumption. The government should be a prudent "*entrepreneur*" in the "*customer partnership between the government and the people*," while citizens are its noble "*customers*," that is, customers = citizens (Cai, 2007). Dennard first opposed the modern public management theory's "*customer partnership between the government and the public*" in light of the advent of marketization and the incorrect perception of consumers as consumers. He insists that the government should "*serve people, not consumers*." People, not clients, are represented by the state. The government should offer resources to people and create more options and avenues for citizens to engage in the government's decision-making process so that citizens can become key decision-makers and actors in the government's policy decisions (Cai, 2007).

2.5 Human Resource Investment Theory

Already half a century ago, countries across the globe published detailed studies on financial support for graduate students in need. From a different perspective, the significance of the student loan model is confirmed by Scholes and Gary S. Becker's concept of human capital expenditure. Most current student financial aid research is economic in character and based on human capital theory. Furthermore, incentives will reduce the net cost of higher education while boosting family income, benefiting low-income areas that are particularly sensitive to tuition. Moreover, the idea of human capital uses contemporary economic theory to explain the implications of different funding methods (Leslie, 1987). The research found that academic success cannot be

effectively promoted since parents' financial support, scholarships, and other financial aid are not required to be repaid. Student loans and work-study programmes, on the other hand, may have an incentive impact on academic achievement (Bodvarsson, 2004.) Unlike education economics, research on college and university student growth falls behind in evaluating financial aid programmes. Student development and student transition theories underpin classic college student growth research. The above theory ignores the impact of public policy on student development since it is based on traditional college students' characteristics and experiences. Research on the impact of financial aid on students' academic sustainability and achievement is required (Paulsen, 2002).

Bean's explanatory model of student dropout, like Tinto's hypothesis of dropout behaviour, is an uncommon representative analysis. For evaluating the effect of student financial assistance on student growth, Tinto's applied research model of student dropout behaviour is important (Toto, 1975 & 1987). According to the concept, financial aid will motivate students to set learning goals. Based on this premise, many longitudinal studies have demonstrated that student financial aid reduces low-income students' dropout rates, bringing them closer to non-subsidized high-income students' dropout rates (Nora, 1980 & Porter, 1991). Studying the impacts of student financial aid on learning motivation, academic integration, and social integration was improved by Bean researchers. This study provides student financial assistance in two forms: quantitative and subjective. The research found that student financial assistance not only directly affects dropout rates, but also indirectly affects academic persistence. These include academic concerns, students' socialisation and college contentment, feeling of belonging, appreciation for the value of college education, and commitment to continued education. Using the dynamic equation model, this thesis examines the influence of financial assistance on students' continuous learning and experimentally confirms the co-existence of direct and indirect impacts of financial aid on students' learning. The development and ongoing improvement of China's financial assistance scheme for higher education institutions has enhanced related research. Much of today's research, however, focuses on the institutional architecture of the student financial assistance system and the application of foreign operational models. There has been little research on how financial assistance affects student growth. Yang Polonium (2009) demonstrated the application of Tinto's idea of student integration theory (the model of understanding students' dropout behaviour). Through intermediate variables such as professional identity, academic engagement, and feeling of belonging, Bowie (2014) found that student financial assistance indirectly impacts academic development. However, additional research is required on the impact of financial assistance on social control and student growth. The analysis of the impact of various financial assistance options on student courses also seems flawed.

This research examines current academic discoveries on factors affecting student satisfaction. A study by Alivernini et al. (2010) classified student satisfaction into two categories based on emotional and motivational elements and qualitative characteristics in scientific subjects. Contextual variables are divided into two categories: inside and

outside higher education institutions (Farooq et al., 2011). Mushtaq and Khan (2012) describe classroom factors as internal and external. According to Seashore et al. (2010), students' learning is influenced by higher education, school, and student/family milieu factors. This research focuses on the effect of external higher education agency causes, particularly Paid and Free Funding, as well as motivation as a student component. Relationships between external and internal higher education system factors are studied, as are student expectations and satisfaction. With the exponential expansion of the global economy during the 1980s, educational equality has become more important. According to the study, they have improved the condition of disadvantaged groups by providing equitable educational opportunities. A worldwide trend of peaceful development is shown to support the theory.

2.6 Research on the Policy of Student Financial Aid

The current proposal for college student aid reform is referred to as the "mixed pattern," and it encompasses scholarships, grants, work-study opportunities, and student loans. The primary characteristic of mixed financial aid is the breadth of available funding sources and forms. The federal, state, and local governments all offer financial assistance to college students in the United States. American students get financial assistance in the form of scholarships, vouchers, student loans, work-study jobs, and tuition exemptions. Financial assistance for American college students is managed via the following five strategies: enforcing the legal commitment, publishing supervision reports on a regular basis, and implementing preferred repayment plans. According to Zhu, China's government is placing a larger emphasis on student financial aid as it restructures its consumer system and improves its overall national capability. The student financial assistance programme has been continuously enhanced and implemented. China's economy has exploded in growth during the last four decades of reform and opening. Canada's student financial aid programme has been improved as the world's second-biggest economy.

A comprehensive policy framework has been developed, covering nursery, compulsory, senior secondary, secondary vocational, and university education. Providing assistance to Chinese college students has evolved in three stages. It is critical to emphasise the critical role of moral, socialist, and civic education in developing pupils' social cognitive abilities and values. As the business sector develops, the student financial assistance industry adapts to shifting economic circumstances. Providing assistance to Chinese college students has evolved in three stages. The first cycle represents a typical level of "*community assistance*," providing financial assistance to low-income students for educational and living expenses. The second stage combines "*assistance to the poor with education*." Students may naturally combine religious instruction, education in communist fundamental ideas, and appreciation education in return for financial support, among other things. Encouraging students to participate in work-study, developing their potential via participation in social practise, and integrating

entrepreneurial activity are all components of the "*developmental assistance*" process (Qu, 2019).

2.7 Research on Funding Methods

Since 1986, China's student loan laws have progressed from embryonic through exploration to control. Government organisations, banks, institutions, and students are all involved in the execution of the national student loan programme. Yu Xiao-ling is considering establishing a Chinese "*education opportunity bank*." With a clear policy guarantee to assist in the control of university "*campuses of non-performing loans*" and with a clear policy guarantee to assist in the control of university "*campuses of non-performing loans*," the security of college students' rights justifies our use as a model for college student loan service mode. The bank is of the Pratt & Whitney kind, which means it has a high level of stability and welfare. It refers to student indebtedness in order to assist the institution in limiting its "*campus of non-performing loans*."

In China, work-study has been a critical technique and vehicle for assisting students from low-income households in their growth and development. Chinese scholarships and stipends are growing in number, and the present research focuses on education. Despite the Chinese government's establishment of college student assistance programmes, Wu Bin-Zhen believes that the University of Poverty Distribution Improvement is not too big. A significant issue is that financial aid quotas are restricted, and strengthening the financial system to include a comprehensive collection and student loan package is an excellent strategy for assisting students in completing their education. No. 1: State scholarships in the United States are intended to increase the state's higher education enrollment rates.

Between 2011 and 2013, Huang (2015) worked at 985 colleges and universities in Shanghai using eight advanced joint (departments) and 30 advanced human (counsellor) working methods. For more information, please visit the Zhao Li webpage. Na's Develop an object-oriented software engineering design approach for a student information management system. The American student loan system serves as a good model for loan design and size. In the United States, a student loan is a kind of deferred payment agreement. John Stone thinks that the government should provide more debt forgiveness, decrease the cost of student loans, and incentivize students while reducing lender risk (Johnstone, 2004). At first, the credit restriction decreased the availability of personal, business, and educational loans. By the end of January 2009, 39 of 60 private lending institutions had ceased lending, while those that remained had eliminated auditing requirements (Shen, 2014). Due to the federal government's fiscal constraints, it is revamping its low-interest student loan programme. Prior to 2010, the United States offered a variety of different types of student loans, both governmental and private (Zhang, 2013). The federal government ceased subsidising commercial lending firms on July 1, 2010. Both loans are provided via the federal direct loan programme, which also makes Perkins loans available. The Perkins loan is a government-backed loan with no fees, a 5% interest rate, and a ten-year repayment term.

Since 1986, China's student loan laws have progressed from embryonic through exploration to control. Government organisations, financial institutions, universities, and loan students are all stakeholders in the national student loan programme. The subjects' rights, duties, and priorities vary throughout time, as the linear framework and closed structure dictate (He, 2019). Due to the fact that state student loans are neither guaranteed or mortgaged, failing to return on time by certain students may jeopardise their redemption. As a result, the loan risk associated with each project should be minimised and managed. According to Yu Xiao-ling (2019), China is now creating a "education opportunity fund," which is a bank with Pratt & Whitney-like stability and security, as well as a strong governmental guarantee.

The 1964 Economic Opportunity Act created university student programmes, with the federal government annually disbursing money to colleges and universities, funded by institutions for undergraduate education in part-time college students: (Ji) In China, work-study has been a critical technique and vehicle for assisting students from low-income households in their growth and development. Meta-analysis is summarised in Table 1.

Table 1: Summary of Meta-Analysis

Author /Year	Target Population and Country	Methodology	Findings
Darling-Hammond (2000)	Different survey reports, USA	Meta-analysis	Implicit funding characteristics, namely certification status and a degree in the field to be taught in the higher educational institution, are very significant and positively correlated with student satisfaction. Per pupil spending and class size showed a significant positive relationship with student outcomes.
Parcel & Dufur (2001)	Young students who attended first through eighth grades, with samples of 2034 for math achievement and 2203 for reading recognition	Quantitative Survey The National Longitudinal Survey of Youth merged Young student-Mother Data	Higher educational institution financial capital had a positive effect, with young student who attended higher educational institutions with higher per-pupil expenditures. The positive effects of a good higher educational institution physical environment were also identified.
Wilson, Floden, & Ferrini-Mundy (2002)	300 research studies focused on teacher preparation	Meta-analysis	Revealed a definite connection between teachers' subject matter preparation and higher student achievement.
Wenglinsky (2002)	Eighth-grade mathematics teachers, USA	Quantitative Survey Administering a questionnaire	Teachers' classroom practices will have the greatest effect on student satisfaction
Lau & Roeser (2002)	A sample of 491 high higher educational institution students, USA	Quantitative Survey Time-sequenced cross-sectional data gathering was carried out.	Motivational variables showed a very close relationship with students' situational engagement in higher education and were very closely associated with their anticipated long-term choices of higher education activities in the future lives.

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Author /Year	Target Population and Country	Methodology	Findings
Wößmann (2003)	More than 260,000 students from 39 countries	Quantitative Survey TIMSS teacher and higher educational institution questionnaires	Expenditure per student and class size show adverse effects, while equipment with instructional materials and teachers' experience and education show positive effects.
Stevens & Graddy (2003)	Pupils in private (independent) higher educational institutions, United Kingdom	Quantitative Survey A database of Independent Higher educational institutions Information Service	Found a negative relationship between the pupil-teacher ratio and examination results. Higher educational institution size was highly significant.
Decker, Mayer, & Glazerman (2004)	A sample of 17 higher educational institutions, 100 classrooms, and nearly 2,000 students. 785 TFA teachers, 279 novice teachers and 701 veteran teachers, USA	Quantitative Survey Administering a questionnaire, Gathering Student Satisfaction on standardised math and English tests.	A statistically and practically significant difference was observed in the development of the performance of students with Teach for America teachers who graduated from well-recognised colleges compared to the control group.
Marcoulides, Heck & Papanastasiou (2005)	1,026 eighth-grade students in colleges and universities, Cyprus	Survey The Third International Mathematics and Higher education Study database	The direct effects of students' perceptions of teaching practices were positively related to student outcomes. Hence, the implicit funding affects student satisfaction.
Vansteenkiste, Zhou, Lens, & Soenens (2005)	A total of 153 participants from Shenyang region, China	Survey A battery of questionnaires	Autonomous motivation was positively correlated with the exam performance.
Ak & Sayil (2006)	438 students representing boarding primary, bussing primary, & regular primary, Turkey	Mixed method Survey Teacher Report, Social Support Scale, Higher educational institution Attitude Scale	Family structure (living together, separated, and divorced) and perceived family support were identified as significant predictors.
Tahir & Naqvi (2006)	300 students of private colleges, Pakistan	Quantitative Survey Administering a questionnaire	Mother's education was positively related. Mother's age showed a negative relation. Family income was an inverse relationship.
Caprara, Barbaranelli, Steca & Malone (2006)	Over 2000 teachers in 75 junior high higher educational institutions, Italy	Quantitative Survey (A longitudinal study) Administering a self-report questionnaire	Findings uncover a reciprocal influence between teacher's self-efficacy beliefs and pupils' academic achievement
Kane, Rockoff & Staiger (2006)	A sample of 9,849 mathematics and reading teachers, USA	Quantitative Survey Administering a questionnaire	A little difference in the average academic achievement impacts of certified, uncertified and alternatively certified teachers was observed.
Clotfelter, Ladd & Vigdor (2007)	Certified, uncertified, and alternatively certified teachers, North Carolina, USA	Quantitative Survey A database of North Carolina Education Research Data Center, which consists of data	Teachers with more experience were more effective compared to the teachers with less experience

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Author /Year	Target Population and Country	Methodology	Findings
		on all teachers and over a ten-year period.	Having a graduate degree does not exert a significant effect on student achievement statistically.
Goe & Stickler (2008)	Selected research papers on Implicit Funding, USA	Synthesizing the Implicit Funding research	A stronger correlation is reported between the achievement of colleges and universities students and their teacher's subject-area expertise. Teachers with master's degrees and beyond may negatively influence students' achievement. Teachers' subject-area certification is strongly associated with improved student achievement in mathematics and higher education.
Bevins, Brodie & Thompson (2008)	A total of 43 students, a total of 24 parents and a total of 24 teachers, England	Qualitative Survey Focus group interview	There is a negative relationship between living in an area of deprivation and the performance in higher education.
Rawlings (2008)	360 parents or guardians and 18 teachers, USA	Quantitative Survey Administering a questionnaire	Amount of time parents spends on continuing education at home, the positive attitude toward education, high expectations the parents hold, and the partnership exist between the higher educational institution and parents are significant.
Caro, McDonald & Willms (2009)	6,290 students, Canada	Longitudinal qualitative Survey Administering questionnaires	Differences between groups of students belonged to different paid funding tended to widen with age, favouring students of high paid funding.
Hill & Tyson (2009)	Studies on Free Funding published between 1985 and 2006	Meta-analysis	There is a positive relation between extensive free funding and achievement in middle higher educational institution. Effects of different forms of free funding on student achievement are different.
Vansteenkiste, Sierens, Soenens, Luyckx & Lens, (2009)	881 colleges and universities students of 7-12 grades, 484 first-year students from teacher training institutes, Belgium	Quantitative Survey Administering questionnaires. Carried out in two phases.	Autonomous motivation was positively correlated with GPA in the high-quality motivation group in which autonomous motivation high and controlled motivation low.
Topor, Keane, Shelton & Calkins (2010)	158 seven-year-old participants, their mothers, and their teachers, USA	Quantitative Survey Administering questionnaires	Increased free funding towards their young student's education, is a predictor of Student Satisfaction and the teacher-student relationship mediates the relationship.
Alivernini, Palmerio, Vinci & Di Leo (2010)	4,470 students in Grade 4, Italy	Quantitative Survey Based on Italian TIMSS 2007 database	Students perform significantly better in higher education if they are rich in home resources. Possessing less cultural capital adversely influences higher education performance.
Phillipson (2010)	A total of 1279 students) and their parents were invited to participate in this study, Hong Kong	Quantitative Survey Administering questionnaires	These results proved the effect of parents' involvement in supporting and developing their young students' academic achievement, regardless of their young students' ability.

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Farooq, Chaudhry, Shafiq & Berhanu (2011)	Tenth-grade students (300 male & 300 females), Pakistan	Quantitative Survey Administering questionnaires	A higher level of SES is the most influential factor contributing towards the quality of student satisfaction.
Nayarko (2011)	239 students from diverse socioeconomic background ages 15 to 20 yrs, Ghana	Quantitative Survey Free Funding scale Financial pressure scale	Mothers' higher educational institution involvement, but not fathers were positively and significantly related to the higher educational institution grades of the students.
Shute, Hansen, Underwood & Razzouk (2011)	74 previous studies focused on Free Funding	A meta-analysis	The strongest positive associations appeared to be (a) discussions about higher educational institution activities between parent and young student, (b) parents' aspirations/expectations for their young student, and (c) parental styles, particularly authentic style, and researcheritarian.
Harris & Sass (2011)	Middle and high higher educational institution mathematics and language teachers and their students, Florida, USA	Quantitative Survey Statewide administrative database of Florida	Favourable, but mixed, evidence on the effects of experience on student satisfaction was reported. Obtaining an advanced degree and prior professional development training enhances the ability of a teacher to promote student achievement.
Olatoye & Ogunkola (2011)	360 junior colleges and universities, Nigeria	Quantitative Survey Administering questionnaires	Free funding singularly accounted for 4.1% of the total variance in higher education achievement.
Corcoran, Jennings & Beveridge (2011)	Approximately 27,000 students of 4th and 5th grades and 2,100 to 2,600 unique teachers per grade have represented in the sample, USA	Quantitative Survey A longitudinal dataset of students in the Houston Independent Higher educational institution District in Texas	The standard deviation in implicit funding of 0.23 in reading and 0.28 in mathematics was observed in the high-stakes test. The same for the low-stake test was 0.13 and 0.15 respectively.
Atar & Atar (2012)	Students, teachers and principals in 145 higher educational institutions, Turkey	Quantitative Survey Based on Turkey TIMSS 2007 database	Paid funding is both a statistically and practically significant factor affecting on higher education achievement. Outfitting classrooms with the latest technology and computers positively influence students' achievements in higher education.
Ushie, Emeka, Ononga & Owolabi (2012)	120 students both males and females from five public higher educational institutions, Nigeria	Quantitative Survey Administering questionnaires	26% of the variability in student satisfaction was described by parents' education, parents' occupation, and income
Ogunshola & Adewale (2012)	180 colleges and universities students, Nigeria	Quantitative Survey Administering questionnaires	Parental economic status and parental educational background had no significant effect.
Udida, Ukwayi & Ogodo (2012)	114 public colleges and universities students, Nigeria	Quantitative Survey Administering questionnaires	Father's education and occupation happen to be significant.

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Author /Year	Target Population and Country	Methodology	Findings
Shera & Mitre (2012)	4, 980 colleges and universities students, Albania	Quantitative Survey Based on the Albanian database of PISA	Students attending private higher educational institutions gained 100 points more than public higher educational institutions. There was a huge gap between urban and rural students.
Wei (2012)	460 students from Grades 4 to 6, China	Quantitative Survey Administering questionnaires	A higher level of support, lower level of pressure, and more frequent communication between parents and young student were associated with higher achievement.
Atta & Jamil (2012)	689 colleges and universities students, Pakistan	Quantitative Survey Administering questionnaires	Correlation between parental influence and students' achievement was high, i.e. (0.89). A moderate correlation of 0.67 was reported between motivation and student achievement.
Musthaq & Khan (2012)	175 private higher educational institution students, Pakistan	Quantitative Survey Administering questionnaires	There is a positive relationship between Explicit Funding, and it determines 16% of Student Satisfaction.
Borg, Borg & Stranahan (2012)	A sample of 15, 552 fourth and fifth-grade students, USA	Quantitative Survey Duval County (Jacksonville, FL) public higher educational institution administration database	High-quality teachers had a significant and positive effect on Student Satisfaction on the tests. In particular, the class size of low performing higher educational institutions was significant for test scores.
Abudu & Fuseini (2013)	170 comprised of young student from both single-parent homes and two-parent homes.	Quantitative Survey Administering questionnaires	Young student from two-parent homes outperformed young student from single-parent homes. Boys from single-parent homes outperformed girls from single-parent homes.
Analizi & Geliri (2013)	156 university students, Turkey	Quantitative Survey Administering questionnaires	Family income hurts college GPA. No relationship between parents' educational attainments and students' expectation.
Madu & Akobi (2013)	360 colleges and universities students, Nigeria	Quantitative Survey Administering questionnaires	Parent income showed the highest contribution. Second, third and fourth positions were held by home education environment, parental occupation and parental education respectively.
Kusurkar, Ten Cate, Vos, Westers & Croiset (2013)	383 medical students from the VU University Medical Center, Amsterdam, Netherland	Quantitative Survey Administering an electronic questionnaire	Relative autonomous motivation was positively associated with the use of a good study strategy by the students, which was positively associated with higher student effort and better GPA.
Marks (2014)	Victorian government higher educational institution students, Australia	Longitudinal qualitative Survey NAPLAN database	The prior achievement was able to reduce the differences associated with demographic and socioeconomic factors.
Shah & Anwar (2014)	1500 parents from different households, Pakistan	Quantitative Survey Administering questionnaires	Parents who discussed young student about studies, attend their higher educational institution meetings and appreciate them for

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Author /Year	Target Population and Country	Methodology	Findings
			good performance has a highly significant impact on young students' achievement.
Kisa (2014)	A sample of 29 teachers as the experimental group, 15 teachers as a comparison group and 2975 students, USA	A longitudinal quasi-experimental study	The professional development of teachers showed a medium-sized effect on algebra1 (standard deviation $d= 0.48$) and a large effect on geometry ($d= 0.81$).
Kyei & Nemaorani (2014)	716 Grade 10 students from four high higher educational institutions in the Vhembe district, South Africa	Descriptive Survey Administering questionnaires	Higher educational institution location and whether the higher educational institution is private or public were the two most significant factors affecting Student Satisfaction.
Hamzah, Lucky, & Joarder (2014)	150 final year students of a public university, Malaysia	Quantitative Survey Administering questionnaires	There is no significant relationship between external motivation and students' students' expectation.
Petrova & Alexandrov (2015)	190,456 fourth-graders, their parents and 6,987 higher educational institution administrators in 41 countries	International Survey Database of PIRLS 2006	The students from higher stratification levels performed better compared to their counterparts from lower stratification levels.
Chavkin & Williams (2015)	A total of 978 parents of different income levels, USA	Descriptive Survey Administering questionnaires	Low, middle and high-income parents are of the view that the Free Funding plays a vital role in young students' performance.
Kierner, Gröschner, Pehmer & Seidel (2015)	A sample of 10 teachers and 226 secondary students, Germany	A one-year longitudinal two-group intervention design.	Teachers' professional development significantly increased students' autonomy, competence and intrinsic learning motivation.
Dudaitė (2016)	A sample of 512 students from 162 colleges and universities, Lithuania	A Quantitative Survey Administering a questionnaire	Socioeconomic factors describe 17% of the variance in Student Satisfaction measured regarding scientific, mathematical, and reading literacy scores
Lawrence & Marathi (2016)	A sample of 350 higher colleges and universities students, India	Survey method Two questionnaires were administered	There is a statistically significant association between parental encouragement and students' expectation.
Ersoy & Aliçka (2016)	110 colleges and universities students from four private high higher educational institutions, Albania	A Quantitative Survey Administering the SMQ	Six dimensions of motivation described a total of 59.653% of the variance, in which intrinsic and extrinsic motivation are contributing 26.517% and 10.013% respectively.
Uhrain (2016)	17,582 colleges and universities students, USA	A Quantitative Survey Collected from the district database	Increase in class size negatively affected to the student satisfaction in some courses while positively affected for some other courses.
Hassan & Rasiah (2017)	Rural-urban differences in the performance of colleges and	1747 parents and students from urban and rural areas	The level of parents' education and income explain their young students' achievement in exams.

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Author /Year	Target Population and Country	Methodology	Findings
	universities students among families, concerning poverty, ethnicity and gender		
Madison (2017)	African American fourth-grade males, USA	44 fourth graders	Higher free funding resulted in higher Student Satisfaction.
Park & Holloway (2017)	A mixed group of American elementary higher educational institution students, USA	21,409 students in 992 higher educational institutions.	Involvement in higher educational institution activities to support own young student was strongly associated with mathematics achievement of the students from high- SES background while the same strongly associated with higher educational institution-level achievement of the students from low-SES higher educational institutions.
Hanushek & Woessmann (2017)	Meta-analysis	International studies	Quantitative measures of expenditure and class size are not significant drivers of student achievement,

Since 1986, China's regulations on student loans have progressed through three stages: embryonic, exploration, and control, according to the government. According to John Stone, the introduction of loan programmes requires an examination of the economic situation of the family. The federal government is restructuring its student loan programme as a result of tight financial circumstances. In China, the work-study programme has proven to be a major means and vehicle for assisting students from low-income households in their development and educational progress. The following Table 2 provides a summary of the literature review.

Table 2: Summary of Literature Review

Year	Researcher(s)	Research Focus	Model Used	Findings
2009	Yang Bu	The influence of college student financial aid on academic development	Input-output model in education	The type and intensity of financial aid affect college students' performance, especially in failing subjects, daily extracurricular time, and overall satisfaction with the school
2015	Bao Wei, Chen Yaxiao	The Influence of financial aid on the Academic Development of the first generation of rural college students	Input-output model in education	The type and intensity of financial aid affect students' major ranking, class habits and collective lifestyle on campus
2013	Chen Mianshui, Fu Jianru, Shi Wenyi	Performance evaluation of the National Scholarship and Financial aid system	Input-output model in education	The type and strength of the financial aid affect the number of failed courses and the number of scholarships
2014	Wang Shizhong	Research on the Effect Evaluation of university Student Financial Aid Policy implementation	Input-output model in education	Whether the financial aid policy is helpful to the professional study, whether the student's achievement is

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				improved and the extent of improvement, and the influence of the financial aid policy on academic completion
2016	Liao Shuping, Zhang Lihong	Research on performance Evaluation of university Financial aid based on student development	Human capital development model	The financial aid policy affects the students' participation in classroom learning and academic activities, their ability to self-development planning and social participation, and their knowledge and attitude toward career decision-making
2013	Liu Jin, Qu Shaowei	Research on the Effect of Subsidizing Policy for poor college Students	Human capital development model	The influence of current funding policies on self-development planning and social participation ability mainly lies in whether there are bosom friends, whether they are willing to contact with others, extracurricular activities, etc.
2012	Qu Shaowei, Liu Jin	At present, the analysis of the effectiveness of aiding the poor and educating people in colleges and universities in China	Human capital development model	The influence of current financial aid policies on the students' self-development planning and social participation ability is reflected in their recognition of the socialist system, their feelings of social gratitude, their concept of self-reliance and self-improvement, their self-management ability, their academic and career design, their self-development planning and their skills training
2013	Wang Haibo	Study on the Employment Status of College Students with Economic difficulties and The Countermeasures of Assistance	Policy satisfaction model	The financial aid policy system for college students affects the recipients' choice of employment unit type, starting salary, and employment satisfaction
2012	Yue Changjun	Analysis of employment status of college graduates	Policy satisfaction model	The employment ability evaluation indexes of contemporary college students include employment unit type, starting salary, post type, and job satisfaction
2013	Yue Changjun	Analysis on the Influence of Employment Satisfaction of College graduates in China	Policy satisfaction model	The employment ability evaluation indexes of contemporary college students include

				employment unit type, starting salary, post type, and job satisfaction
2017	Ao Shannon, Ding Xiaohao	A Study on employment Characteristics of College Graduates in China based on Gender Differences	Policy satisfaction model	The employability evaluation index of contemporary college students includes the nature of work unit, salary and salary, and job satisfaction

3. Discussions and Findings

The meta-analysis as illustrated in Table 1 signifies that, within the framework of the college students sponsored research present situation review, it is expected that the social structure and historical growth of colleges and universities in different countries are different, as is the focus of the meta-analysis. Outside funding system for college students' who study in China for a long time, and offer preference to with the paying fund, so China's new funding strategies are widely perceived to be marked by good planning, poor marketability, high capital input, and broad coverage.

This study mainly relates consumer satisfaction and the modern public service philosophy to student satisfaction assessment, since the evaluation of the new assistance programme of colleges and universities may be basically as a public good, students are immediate beneficiaries of the policy mechanism or possible beneficiaries, and students can profit through the process of the funding. Extensive investigation primarily from two levels to carry out empirical analysis and normative analysis, empirical analysis is to obtain financial aid undergraduates and graduates as the research object, primarily uses the logistic model and sequencing logic, model, multivariate linear regression model and econometric model and statistical analysis method, the research of aid modes to college students.

The normative analysis is largely focused on the quantitative model and the findings of the questionnaire survey, and it recommends legislation. Suggestions for expanding the role of financial assistance for college students in supporting human resource growth. Figure 1 illustrates the proposed conceptual structure of the analysis, which is based on the examination of the literature presented in the literature section. The moderating influence of students' gender, the mediating variable, and the independent-dependent variable, as shown in the model, is also to be studied.

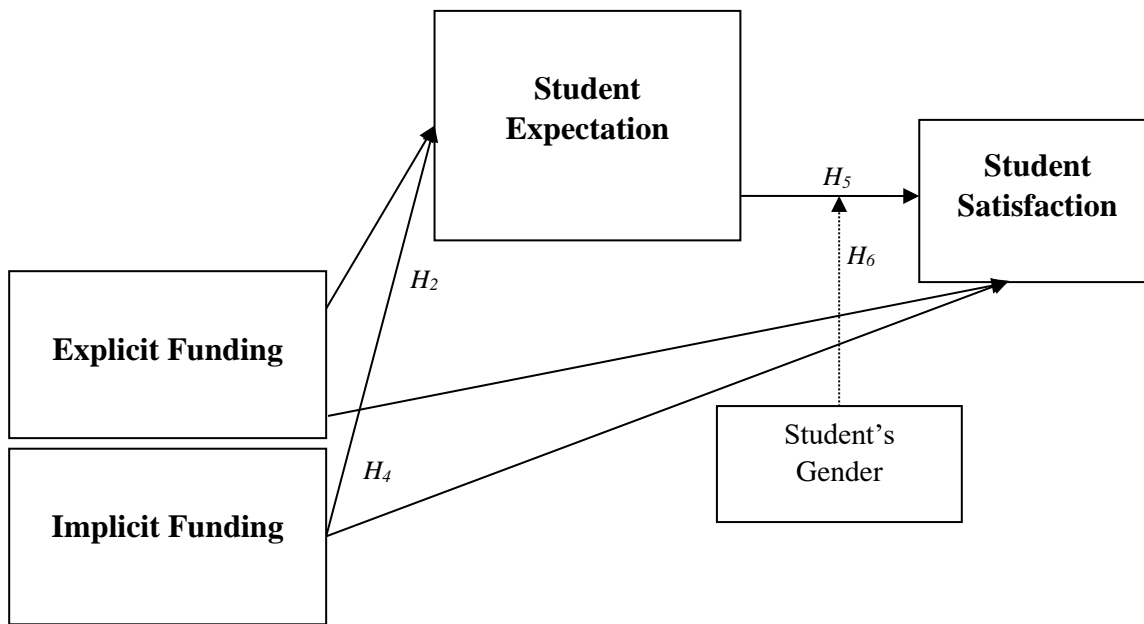


Figure 1: Proposed Framework for This Study

3.1 Contribution to Theory

This study's philosophical structure is based on Bronfenbrenner's (1977) Ecological Systems Theory, Vygotsky's (1979) Theory of Cognitive Development, and Bandur's (1989) Social Cognitive Theory. The current research validates the Greenwoods model, and its results are consistent with the three previously described hypotheses. According to the meta-analysis, the current research establishes that paying support is a major indicator of student satisfaction and student anticipation. As an extension of Greenwood's performance-based approach, the current analysis. However, only one facet of students' interaction revealed minor but important indirect relationships. The current research assessed tacit support in terms of experience, credential status, and career advancement. A marginal but substantial (p.05) direct effect between implicit funding and student satisfaction was discovered. However, the current analysis found no direct association between implicit funding and student aspirations, and no indirect relationship between implicit funding and student satisfaction. The current research included explicit funding under the 'opportunity to learn' construct in Greenwood's model and discovered a major direct as well as an indirect effect between explicit funding and student satisfaction. These results are not unexpected and have been documented in other student satisfaction surveys. The current research adds data to support the mechanism of the impact of paying funding, free funding, explicit funding, tacit funding, and student expectation on student satisfaction.

According to the ecological system theory (Bronfenbrenner, 1979), understanding young student growth requires an investigation of the relationship between various people and situations associated with a young student's existence. The hypothesis also argues that the influences of students' expectations do not occur in isolation, and that researchers must work to understand the relationships between the various domains of

biological processes and the emerging young student. The current research lends support to the ecological system hypothesis by demonstrating that there are relationships between various systems in the young student's microsystem and his/her success as stated in theory.

Vygotsky's theory of cognitive growth (Burkhalter, 1995; Vygotsky, 1978) emphasises the importance of free support, which is associated with compensated funding, and teacher participation, which is associated with tacit funding and explicit funding, as determinants of the degree of which a young student may extend his or her zone of proximal development. The current study adds to the validity of Vygotsky's theory of cognitive growth by developing relationships between paying support, free funding, overt funding, tacit funding, and student satisfaction among Chinese secondary students.

3.2 Contribution of Methodology

This research was carried out using a qualitative method. The first methodological contribution of the current analysis was the integration of data from five different questionnaires to analyse the factors influencing the output of Student Satisfaction. Researchers are split about whether models and hypotheses built in one setting may be extended to experiments in another. For example, whether models and theories applicable in Western cultures are applicable in Eastern cultures, or whether models and theories appropriate to developing countries are appropriate to developed countries due to variations in cultural and social settings. The current study's second methodological contribution is that it establishes the appropriateness of using models and hypotheses established in developed countries to study in China, which is a developing country. The current study's effective use of translated versions of the SMQ, which was designed for American college students based on social cognitive theory, for a sample of Chinese college and university students leads to presenting examples of questionnaire adaptation in a different context.

3.3 Contribution in Practice

One of the research's realistic contributions is the thorough analysis offered of the factors driving the growth of Student Satisfaction in China. The thesis elucidates the process by which selected external higher education institution factors, internal higher education institution factors, and student factors influence Student Satisfaction. Another functional contribution is the profile of student aspirations in colleges and universities based on the six Expectational dimensions defined in social cognitive theory (Bandura, 1989). This profile offers a deep and wide understanding of how students view higher education, which is a necessary and critical topic in the curriculum of colleges and universities. According to the findings of the current report, a lower degree of students' self-determined higher education learning indicates that the restrictive national curriculum and related tests largely impede their interest in problem-solving and decision-making actions, as well as their desires for higher education learning.

4. Conclusion and Recommendations

The study's results have significant consequences for prospective practise. This part of the chapter discusses the consequences of practise based on the current study's main findings. The study's key conclusions, as previously stated, involved the impact of paying support, free funding, explicit funding, and tacit funding on student satisfaction. In other words, the present study's results shed light on the relationships and impacts of internal higher education institution factors, external higher education institution factors, and student factors on Student Satisfaction. When all three classes of factors are considered, educational officials have better influence over internal higher education institution factors than external higher education institution factors and person-level factors. As a result, several proposals are given to school authorities at various levels of the education system that are explicitly related to overt and implied financing as well as implicitly impact students and their parents. Similarly, higher education agency principals are a collective of people who manipulate overt funding and have direct influences on Tacit Funding recommendations. It is worth noting here that principals have little influence over students' individual reasons and free funding. Teachers play a critical role in terms of overt funding and student-level considerations. They also have some sway over external higher education organisation factors, especially the amount of free funding. Since parents play such an important role in shaping students' expectations and happiness, certain suggestions are often made for them.

Relevant implications for practise include suggestions on what educational officials in the ministry of education, regions, and educational zones should do to overcome disparities in student satisfaction; what curriculum developers should do to improve student expectations and overall level; and what higher education institution principals should do to optimise student performance. The consequences will be addressed further below by reviewing the results of related research that are close to the current report.

Exploring the factors influencing the growth of student satisfaction is a difficult research topic for a variety of reasons. One of the primary causes is that student satisfaction is influenced by a variety of variables, the majority of which have been identified as latent multidimensional constructs. Even though an extensive amount of research literature is available and research studies are being conducted, there is currently no general consensus among the collaborations and relationships about the scenario described above. The current study, on the other hand, created a model that combined multiple core variables and explored their effect on student satisfaction. Although research studies based on one or two main variables, or multiple dimensions of one main variable, are normal, there is a scarcity of studies comparable to the current analysis. Such research, especially those focused on a specific discipline, offers a more comprehensive image of not only the effect of different variables on Student Satisfaction, but also techniques for overcoming the problem of bad student success.

Conflict of Interest Statement

The authors declared that they have no conflicts of interest to this work. We declare that we do not have any commercial or associative interest that represents a conflict of interest in connection with the work submitted.

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