Does “School Transfer” Promote Students’ Achievements? - A Research Based on PISA 2015

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A study published in *Social Science of Beijing* focuses on the relationship between student transfer and student academic achievement, using HLM and PSM methods to analyze PISA 2015 data. In this study, students’ academic performance and student achievement motivation are used to represent students’ academic achievement, and school transfer is the core independent variable. In the HLM model, the relationship between school transfer and academic achievement is explained from both the individual level and school level.

The main conclusions and discussions are as follows:

- At the student level, school transfer has a negative impact on students’ academic performance and achievement motivation. The study finds that students with transfer experience in the multi-layer linear model have a lower academic score of 6.97, and the scores tend to match the secondary school performance by 12.86. In general, transfer is not conducive to the improvement of students’ academic performance. The student achievement motivation will also be weakened by the transfer experience, and the two methods estimate that transferring students reduced academic motivation by about 0.06.

- At the family level, transfer should not be a mitigation of parental responsibilities, and the impact of family education has become increasingly prominent. The study found that the proportion of students’ families’ influence on their academic development has gradually expanded, and the impact on academic performance has increased from 46% to 58%, and the impact on achievement motivation has increased from 96% to 97%. In general, students and families themselves have become an important part accounting for academic change.

- At the social level, appropriate transfer can reduce the solidification of education class and promote educational equity. The study found that although transfer has negatively affected students’ academic performance and achievement motivation, in terms of performance, the interaction between transfer and ESCS is also significantly nega-
tive, which indicates that school transfer can weaken the influence of family socioeconomic status on the development of students' academic performance to some extent. And reduce the gap in academic performance between students caused by ESCS, so that students with weak family background can obtain better educational opportunities through transfer.

- Based on the above conclusions, it is suggested that home-school co-education ecology should be constructed to awaken the educational responsibility of the family and clarify the responsibility of family education. At the same time, the school should pay attention to the guidance of transfer students and reduce the negative effects of transfer by paying attention to their academic performance and psychological adaptability. From the perspective of the government, it is necessary to coordinate policy resources, increase investment in education in weak and backward areas, and build a more equitable and benign education environment, and finally improve the distribution system and regulate the influence of family’s social and economic status.

Source: Social Science of Beijing, 2019, 189(1):77-86.