



The Grades and Educational Attitude: An Investigation on Cognition Status of Puppy Love Between Teachers and Students—Taking a High School in Sichuan as an Example

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Abstract. In China, studies about puppy love have been getting more attention, especially in high schools. In the past, it was believed that puppy love had a negative impact on students' academic performance. However, many research on puppy love lack data support. Therefore, the paper combines qualitative and quantitative research, through SPSS26 to study the puppy love in a high school in Sichuan Province, analyzing the relationship between puppy love and grades and the teacher's educational attitude towards it. The findings on puppy love are also informative for educators to rethinking the relationship between puppy love and Learning.

Keywords: Puppy love · High school student · Educational attitude

1 Introduction

From the perspective of Western countries, falling in love is a normal phenomenon in adolescence; parents and teachers do not object to it as they believe this behavior is a natural phenomenon in which the physical development of a person is becoming mature [1]. In China, puppy love is almost like a taboo topic for high school teachers and parents, which gave rise to the distinctive term “puppy love”¹. They often ignore it or regard it as a sign of precocity, leading to a negative attitude towards puppy love. With much academic pressure, high school students are expected to focus only on their studies and having romantic relationships are prohibited to avoid unnecessary mood swings. According to Ni Tao (2009), puppy love distracts energy and affects high school students' studies for a long time, many excellent students cannot concentrate on learning after falling in love [2]. Han Baolei and Ni Na (2009) also pointed out that premature love can cause students to distract their personal energy greatly when they are studying, because the students who are addicted to love are often influenced emotionally by their partners, and they need to spend much time to handle these feelings, which could lead to a decline in performance [3].

¹ In China, we usually define pre-university love as puppy love.

Regarding the relationship between puppy love and grades, previous scholars' opinions mostly focused on the negative impact of puppy love on academic performance, besides, most studies used qualitative research methods, lacking data support. For this reason, this study uses questionnaires and interview methods, through SPSS26 to study puppy love and teachers' educational attitudes towards it in a high school in Sichuan Province, providing references for the current situation of puppy love in high schools.

2 Research Design

2.1 Selection of Research Objects

Four students and three teachers were selected for our interviews in provincial Demonstrative Ordinary High School in Western Sichuan Province, and 100 questionnaires were distributed to students through random sampling in this school.

2.2 Research Methods

The methods used in this study are mainly qualitative and quantitative method. The accumulation of materials through interviews with students and teachers provided a factual basis for the compilation of the questionnaire. Then, SPSS26 was used for data processing to get the teachers and students' cognition status of puppy love in this school.

2.3 Analysis Results

2.3.1 Questionnaire Results

This questionnaire was distributed to students from a high school in Sichuan Province. 100 questionnaires were distributed and 94 questionnaires were actually returned. The following results are obtained by the SPSS26.

2.3.1.1 The Overall Situation of the School's Puppy Love

Through the descriptive statistics of the SPSS26, the students' behavior towards love and relationships were examined. "Table 1" shows that 64.9% of the respondents had never been in a relationship; 27.7% of the respondents had been in love for 1–3 times; 6.4% of the respondents had been in love for 4–6 times; the number of respondents who had been in love for more than 6 times only takes up 1.1%.

2.3.1.2 The Relationship Between Puppy Love and Grades of Students in This School

It can be seen from "Table 2" that among the respondents, only ten respondents were in a relationship, six of whom had improved scores in the recent exam, accounting for 60% of the respondents who were in a relationship. As presented in "Table 3", 10 respondents were in a relationship; among them, 7 respondents had good grades, accounting for the majority of those who were in love (70%).

Table 1. Frequency distribution of love times

Times	Frequency	Effective percentage (%)
0	61	64.9
1–3	26	27.7
4–6	6	6.4
More than 6	1	1.1
Total	94	100.0

Table 2. The relationship between exam ranking rises and puppy love

Exam ranking rises recently	Yes	no	In total
In a relationship	6	4	10
Not in a relationship	53	31	84

Table 3. The relationship between grades and puppy love

Grades	Good	Middle	Poor	Total
In a relationship	7	3	0	10
Not in a relationship	41	45	8	84

2.3.1.3 The Students' Attitude Towards the Impact of Puppy Love on Their Grades in This School

It can be seen from the “Table 4” that the students' view towards the relationship between puppy love and their grades is inconsistent. 19.15% of the respondents strongly agreed that puppy love would lead to lower grades; 25.53% of them agreed that it would lead to lower grades, but 24.47% and 5.32% respondents disagreed and strongly disagreed with this view respectively.

2.3.2 The Results of the Student Interviews

In order to understand the specific situations reflected in the questionnaire, sample interviews were conducted with some students. All the respondents are from the provincial Demonstrative Ordinary High School, and they are classified as follows:

2.3.2.1 Students in Their First Relationship

For this kind of student, the researcher interviewed a boy and a girl. The boy insisted that if the current relationship had a negative impact on his studies, he may reconsider the relationship. The girl also said that she would choose her studies over love. She further added, “Students should be act like students; if you have some intimate relationship with your boyfriend in your school, it will bring some bad consequences on you and

Table 4. The idea of puppy love will lead to declining grades

Attitude	Frequency	Effective percentage (%)
Totally agree	18	19.1
Agree	24	25.5
Not clear	24	25.5
Totally disagree	23	24.5
Disagree	5	5.3
Total	94	100.0

your partner, as such phenomena are not supported in schools.” It can be seen that these students believed that study was more important and necessary than puppy love.

2.3.2.2 Students Who Have Been in Several Relationships

When the researcher interviewed two such students, the consensus they gave us was that after entering senior high school, they had a deeper understanding of love. When asked about their views on love before senior high school, they expressed that they were just curious about love, but in the current relationship, they both expressed that they wanted to enter the same university with their boyfriends, hoping to have a longer development with them. The two girls both said that compared with themselves, the grades of their partners were better, which for them was an incentive, since they wanted to get better grades to reduce the academic gap in their relationship. From these two interviewees, it can be concluded that the current love relationship in high school was more mature for them, and love was more or less an incentive for their study.

Based on the interviews of the two types of students above, between “study” and “love”, the interviewees all think that “study” was more important for high school students. When the researcher asked about their teachers’ attitudes towards puppy love, they all said that the teacher’s management of puppy love was not very strict, but if the grades of the student who was in a relationship declined, the teacher would intervene.

2.3.3 The Results of the Teachers Interviews

Aside from the students, the researcher also interviewed the teachers. When asked whether puppy love would have a negative impact on study or not, the teachers said that it depended on the students and how they controlled their emotions.

When interviewing a male teacher and a female teacher, the researcher found that their attitudes towards puppy love were more receptive. They regarded puppy love as a driving force for students to study, especially when there was a huge gap in the grades of a couple; the student with better grades tended to help the other’s study, and the one with lagging grades also would study harder to reduce the academic gap between them.

In an interview with a head teacher with more than 10 years of experience, he smiled and said, “I don’t really care about students’ puppy love.” During the conversation, we

discovered that most of the classes he took before were restudy classes². Even if the students fell in love, they took the relationship as a motivation to move forward. When we asked about the class he was leading, he said, “I also have students who are in love in my class now, but they always get good grades in exams and no intimate behavior in the classroom.” When asked whether he would manage puppy love or not, he said, “I usually don’t interfere too much as long as they don’t have negative impacts in my class, but if the grades of the students who are in a relationship are already bad and they have some undisciplined behaviors in my class, I will definitely find a way to intervene them or use the school’s regulations to separate them.”

From the interviews with teachers, it can be seen that their educational attitude towards puppy love have changed compared with the attitude of the past. They believed that there is no directly relationship between puppy love and the decline in academic performance based on their personal observations.

3 Conclusion and Discussion

3.1 Conclusion

Based on the questionnaire survey and interviews gathered from students and teachers of a high school in Sichuan, this paper investigates the teachers and students’ cognition status of puppy love, and then draws the following conclusions:

Firstly, it can be seen from the results of the quantitative research, 35.1% of the respondents have experienced puppy love. This ratio is relatively consistent with the data from the research related to puppy love in other regions of the country [4]. As the figure suggests, puppy love among high school students has become a more common phenomenon. With the development of the Internet and modern media, contemporary young people have more channels to learn about love than ever before; the diversification and cross-regionalization of social networking sites also makes it easier for them to meet new friends. Furthermore, the love culture in the west has also contributed to a more open and diverse viewpoint of Chinese young people nowadays [5]. All these factors play key roles on the prevalence of puppy love among high school students. For these reasons, it is not advisable for teachers to simply restrain puppy love as they did in the past. Nevertheless, if we can actively guide the students of puppy love and have a positive attitude to this phenomenon, perhaps we can establish favorable relationship between puppy love and academic performance in the later education [6].

Second, in terms of the relationship between puppy love and academic performance, the data showed that puppy love may have a positive effect on academic performance. The grades of the students who were in a relationship were relatively good; the results also showed that in a relationship, the students’ scores had risen. It can still be noted from the interviews that students believed learning was more important than love, and they tended to regard puppy love as a motivation to study, and this attitude was relatively consistent with the results of the interviews with the teachers. Hence, if students could treat puppy love rationally, taking it as a motivation, then puppy love may bring out positive emotions

² In China, we usually define the class which is for the students who choose to study one grade again as restudy class, the students in this class always study harder than others.

which could help students study harder. Du Hongmei and Li Hui (2014) also pointed out that in a positive emotional state, people can focus their attention better, widen their cognitive range and making rational decisions [7].

Thirdly, from the research, teachers' educational attitudes toward puppy love are more open and receptive. In the past, teachers believed puppy love had a negative impact on students' academic performance. However, from the interviews, it can be seen that teachers believed that there was no inevitable connection between puppy love and decline in grades. Whether or not puppy love affected learning negatively depended on the students themselves instead of puppy love. And this view is also consistent with the results of this paper on the relationship between student's puppy love and grades. Perhaps teachers realize that it is difficult to change students' ideological characteristics and growth patterns by simply curbing students' puppy love as in the past [8].

3.2 Discussion

From the results, the teachers' attitudes towards puppy love have changed. In the future, relevant research about the relationship between puppy love and academic performance can also be considered in the following aspects:

3.2.1 Time Spent in Puppy Love

Some researchers believe that the relationship between grades and time is positively correlated, puppy love will inevitably take up students' academic time, especially in the high school stage where academic work is particularly heavy [2, 3]. However, Xu Zhangxing (2020) believes that the relationship between academic performance and the time spending on learning is an inverted "U", that is, if the extracurricular study time exceeds a certain amount, it will have a negative impact on students' learning [9]. Therefore, whether the students in a relationship didn't decline in academic performance is because the students communicated with their partners outside the necessary learning time, which reducing the negative impact on academic performance, needs to be considered. For this reason, the time investment of puppy love is still an issue worthy of study.

3.2.2 Emotional Management

From the results, the students who are in a relationship still regard study as their most important task and tend to regard love as a motivation for learning. But due to the unbalanced left and right brain development, adolescent students are often emotionally unstable, with bipolar and explosive characteristics [10]. For senior high school students, it is easy for them to have emotional fluctuations due to puppy love. Therefore, researchers may consider whether the students of puppy love don't decline in academic performance is because they have an effective way to deal with negative emotions in their study.

In conclusion, there are limited studies on puppy love abroad, while domestic studies on puppy love tend to focus more on the negative effects while ignoring positive factors

and the changes of these years. Therefore, there are still broader research areas on puppy love for researchers in the future.

Authors' Contributions. This paper is independently completed by Junying Lu.

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