

## Original Paper

# Analysis of the Current Situation and Optimization Paths of Teaching Quality in Rural Primary Schools in Ganzi Prefecture under the Background of “Double Reduction”

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### Abstract

*To further implement the fundamental task of strengthening moral education and cultivating people, the country issued the “double reduction” policy in 2021. Nowadays, the whole country is reducing the academic burden on students with unprecedented policy intensity. Although the development speed of education in ethnic regions is relatively slow, this policy has also been gradually promoted and implemented in the basic education stage. This article takes “double reduction” as the background and observes the current situation of teaching quality in rural primary schools in Ganzi Prefecture through questionnaires and interviews. It analyzes the objective factors in three aspects: learning quality, teaching quality, and management quality, and proposes optimization paths for teaching quality.*

### Keywords

*double reduction, rural primary schools, teaching quality, factor analysis*

In July 2021, the “Opinions on Further Reducing the Homework Burden and Extracurricular Training Burden of Students in Compulsory Education” (hereinafter referred to as the “Double Reduction”) was issued. The General Office of the Ministry of Education issued regulations on effectively strengthening the “five management” of homework, sleep, mobile phones, reading materials, physical fitness, etc. for primary and secondary school students. In order to reduce the heavy homework burden and extracurricular training burden of students in compulsory education, effectively improve the level of education in schools, and enhance the quality of teaching, compulsory education schools in various regions across the country have taken different measures.

## 1. Implementation Status of “Double Reduction” in Ganzi Prefecture

The Ganzi Prefecture is located in the western Sichuan Plateau, covering an area of one-third of Sichuan Province, with a small population. As of September 2023, there are a total of 304 primary schools in the state, with 119600 primary school students, 7706 full-time primary school teachers, and 6761 in-service teachers. Due to geographical location and population factors, agricultural and pastoral areas adopt centralized education, with appropriate concentration for grades 1-3, concentration for grades 4-6, and complete concentration for high schools. In recent years, ordinary people in rural areas have gradually tasted the sweetness of education and actively sent their children to school, fulfilling their obligation to send their children to compulsory education stage; Due to outdated educational concepts, the common people in pastoral areas still do not attach importance to their children's education. Some parents spoil and are reluctant to let their children go to school at home, so they let them herd cattle and sheep at home. Therefore, the phenomenon of controlling dropouts during compulsory education still exists. The local government has formulated and introduced many response measures, and has achieved good results in controlling dropouts and ensuring education. However, controlling dropouts and ensuring education in remote areas has always been on the way.

Due to their remote location and underdeveloped economic conditions, rural primary schools in the Ganzi Prefecture have almost no off campus training institutions, and students do not have much homework on campus. Their backpacks are almost the lightest in the province. Since the implementation of the "double reduction" policy, the only two private schools in Ganzi Prefecture have gradually turned into public schools. The Education Bureau of Ganzi Prefecture requires compulsory education schools to implement curriculum in accordance with national curriculum standards, strictly implement five management measures in accordance with provincial requirements, focus on strengthening mobile phone management, sleep management, homework design management, and develop implementation plans for inspection and implementation. Each school shall develop a schedule in accordance with the requirements of the Education Bureau, provide delayed services, and effectively reduce students' homework burden. There is a huge difference in basic education between the Ganzi Prefecture and developed areas, with parents having low cultural levels and backward educational concepts. Students rely solely on school teachers for learning, and some schools have a phenomenon of main subjects occupying secondary subjects. In this context, what is the current situation of teaching quality in rural primary schools in Ganzi Prefecture?

## 2. Analysis of the Current Situation of Teaching Quality in Rural Primary Schools in Ganzi Prefecture under the Background of “Double Reduction”

The Education Dictionary defines teaching quality as the level of education and the degree of effectiveness. The ultimate manifestation of teaching quality lies in the quality of the training objects, and the measurement standards are mainly based on the purpose of education and the training objectives of various levels and types of schools. Teaching has a bilateral nature, including both

teacher's teaching and student's learning. The study used questionnaire surveys and interviews to analyze the teaching quality of rural primary schools in Ganzi Prefecture under the background of "double reduction", from three dimensions: student learning quality, teacher teaching quality, and teaching manager management quality (Li, 2023)).

### *2.1 Analysis of the Quality of Student Learning*

The study selected 4-6 grade students from eight rural primary schools in Kangding City, Danba County, Yajing County, Jiulong County, Xinlong County, and Daofu County of Ganzi Prefecture for a questionnaire survey. 200 survey questionnaires were randomly distributed, and 193 valid questionnaires were collected, with an effective response rate of 96.5%. The quality of students' learning was understood from the forms of homework, completion time of homework, parental participation in homework, number of exams, publication of exam rankings, and students' sleep time.

#### *2.1.1 The Form of Homework after Class Is Single, the Completion Time Is Reasonable, and the Participation of Parents Is Low*

In order to implement the "double reduction" policy, on November 15, 2021, the Education Department of Sichuan Province issued the "Notice on Further Improving the Management of Examinations and Homework in Compulsory Education Schools", which clearly stipulates the number of examinations, difficulty, and total amount of homework. Through a questionnaire survey, it was found that 62.18% of students' homework after class is mainly written and in a single form, with less emphasis on experiential, practical, exploratory, and interdisciplinary assignments. 84.97% of students are able to complete their homework within one hour, and the completion time is reasonable. Parents rarely participate in students' homework due to cultural level and educational concepts.

#### *2.1.2 The Frequency of Subject Knowledge Testing Is not High, and the Results Are Mainly Announced by the Whole Class*

The frequency of subject knowledge testing for rural primary school students is not high, with 58.55% of classes conducting 1-3 tests every two weeks to assess students' knowledge mastery, and 17.1% of classes conducting subject tests once a month. Compared to urban schools, the frequency of subject knowledge testing is relatively low. 65.80% of the classes announce their test scores in front of the entire class, without going through the class QQ group or WeChat group. The test results are promptly fed back to the students as a way to fill in the gaps after knowledge testing.

#### *2.1.3 Students Have Sufficient Sleep Time*

Since the implementation of the "double reduction" policy, it has been required that primary school students in compulsory education sleep for 10 hours or more. Through a questionnaire survey, it was found that 61.66% of students sleep for more than 10 hours, 23.83% of students sleep for 9-10 hours, and 85.49% of students in rural primary schools in Ganzi Prefecture sleep for time that meets national requirements.

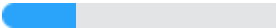
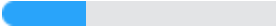
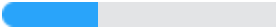
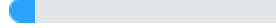
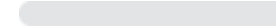
## 2.2 Analysis of the Quality of Teacher Teaching

A study randomly distributed 320 survey questionnaires to teachers in eight rural primary schools in KD City, DB County, YJ County, JL County, XL County, and DF County of Ganzi Prefecture. 312 valid questionnaires were collected, with an effective response rate of 97.5%. Understand the quality of teacher teaching from the aspects of teaching methods and the application of information technology, curriculum and textbook construction, frequency of research and development activities, collective lesson preparation, and design of student assignments.

### 2.2.1 The Teaching Method Is Traditional and Single, and Information Technology Is Limited to the Use of PPT

Rural primary school teachers still use traditional teaching methods that focus on teacher lectures supplemented by questioning and discussion. The teaching method that takes students as the main body and mobilizes their learning enthusiasm and initiative is rarely adopted, with only 9.62% of teachers using inquiry based teaching methods, and almost no teachers using situational teaching methods (as shown in Table 1). The school has complete multimedia teaching equipment, but teachers' use of information technology is limited to the production and use of PPT, and they cannot apply high-quality online teaching resources to their own teaching.

**Table 1. Teachers' Teaching Methods**

Teacher's teaching methods	Number of people	Proportion (%)
Mainly based on group discussions, with teacher participation and guidance	82	 26.28%
Emphasize heuristic teaching	93	 29.81%
Mainly focused on teaching	107	 34.29%
Inquiry teaching	30	 9.62%
Situational teaching	0	 0%
summation	312	100%

### 2.2.2 Lack of School-based Curriculum Development and School-based Textbook Construction

Through questionnaire surveys and interviews, it was found that the development of school-based curriculum and textbooks in rural primary schools is almost zero. Some individual teachers in some schools have participated in the construction of famous teacher studios in urban schools, but have not yet established teams in their own schools and acted as responsible persons to establish studios for

curriculum development and textbook construction. There is a lack of school-based curriculum development and textbook construction for teachers.

### 2.2.3 The Frequency of Teaching and Research Activities Is Relatively Low, and There Are Few Teachers for Collective Lesson Preparation

Through questionnaire surveys and interviews, it was found that the frequency of teaching and research activities for rural primary school teachers is relatively low. The teaching and research departments of Chinese, mathematics, and English conduct teaching and research activities once a semester. In addition, schools organize teacher teaching skills competitions, and most schools conduct teaching and research activities once a month on average. Since the implementation of the “double reduction” policy, teachers have been required to carry out collective lesson preparation. However, in actual teaching, most teachers mainly rely on independent lesson preparation according to curriculum standards. Although teachers maintain consistency in textbook selection, teaching content, teaching progress, etc., they are based on their own teaching experience in teaching processes, teaching strategies and resource selection, and integration of information technology.

### 2.2.4 Simple Homework Design

The “double reduction” proposes to effectively reduce students’ homework burden; The five management aspects include homework management, where teachers should design and assign homework according to students’ levels in a hierarchical manner; The Sichuan Academy of Educational Sciences has issued a notice on the guidance of homework design and use in compulsory education schools in Sichuan Province, which provides clear guidance on the design and use of homework in primary school Chinese, mathematics, English, ethics and rule of law, and science subjects. Through investigation, it was found that the homework design of rural primary school teachers in Ganzi Prefecture still remains at the level of assigning based on students’ exam scores, without designing and assigning according to students’ interests, knowledge levels, strengths, and individual differences.

## 2.3 *Quality Analysis of Teaching Manager Management*

On the basis of randomly distributing survey questionnaires to teachers, further interviews were conducted with education authorities and school managers to understand the quality of teaching managers’ management from the perspectives of teachers’ educational level, age, professional title structure, degree of matching between majors and teaching disciplines, teacher preparation form, five education course offerings, school digital campus construction, and home school cooperation.

### 2.3.1 The Structure of Teacher Professional Titles Is Reasonable, but the Educational Level Is Low and the Age Is Aging. The matching Degree between Teacher Profession and Teaching Subject Is also Low

Through a questionnaire survey, it was found that first level teachers account for 49.04%, second level teachers account for 27.88%, and senior teachers account for 18.91%. The structure of teacher titles is reasonable. Only 0.64% of teachers have a master’s degree or above, while 36.22% have a vocational degree, indicating a relatively low level of teacher education (as shown in Table 2). Teachers with over 30 years of service account for 16.99%, those with 16-30 years of service account for 45.83%, those

with 7-15 years of service account for 29.49%, and those with less than 7 years of service account for only 7.7%. Through interviews with school management personnel, it was found that the average age of teachers in two schools reached 46 years old, while rural primary school teachers are aging and lack the injection of fresh blood.

**Table 2. Educational Structure of Teachers**

Teacher's educational background	Number of people	Proportion (%)
Master's degree or above	1	0.32%
master of education	1	0.32%
Undergraduate programs (full-time undergraduate, associate degree, and correspondence undergraduate)	196	62.82%
College diploma or equivalent level	113	36.22%
Technical secondary school or equivalent level	1	0.32%
summation	312	100%

The teaching subjects of rural primary school teachers are arranged according to the needs of school teaching. Through questionnaire surveys and interviews, it was found that only 64.42% of teachers in rural primary schools in Ganzi Prefecture teach subjects that match their own subject majors, and more than 30% of teachers are engaged in teaching other subjects. Many teachers who have achieved excellent results in state and county teaching competitions do not match their subject and professional background.

### 2.3.2 The School Curriculum Is not Reasonable, and There Is a Phenomenon of Main Subject Teachers Occupying Sub Subjects in Curriculum Implementation

Since the implementation of the “double reduction” policy, it has been required to promote the development of the five educations simultaneously, but some schools have unreasonable curriculum offerings. Most rural primary schools have not yet offered labor courses, and labor education is completed through methods such as student cleaning and class hygiene. Some schools offer English courses for students in grades 1-3 but not for students in grades 4-6, while others offer English courses for grades 4-6 but not for grades 1-3, resulting in unreasonable course offerings. There is a

phenomenon of main subject teachers crowding out secondary subjects in order to improve students' academic performance, and the teaching of art courses cannot be guaranteed.

### 2.3.3 Rural Primary Schools Have Basically Achieved Digital Campus Construction, but the Utilization Rate of Teaching Resources Is not High

With the development of the national economy and the investment in education funds in ethnic areas, the multimedia facilities and equipment in rural primary schools in Ganzi Prefecture are fully equipped. The Ganzi Prefecture provides 500000 yuan in digital education funding for each county every year. High schools adopt live teaching, middle and primary schools adopt recorded teaching, and kindergartens adopt observation based teaching. The entire prefecture has basically achieved digital campus construction, but rural primary schools do not use teaching resources frequently in actual teaching.

### 2.3.4 Single Channel of Home School Cooperation

The communication between school teachers and parents is limited to the convening of parent teacher conferences. In daily work, most teachers rarely contact parents to introduce their children's learning situation in school and understand their family environment and learning situation at home. Parents of rural primary school students have a low level of understanding of education, and their support for their children's education is relatively weak. Family school cooperation is limited to participating in cultural and sports activities organized by the school, and they do not provide more support and cooperation to the school in their children's learning. Home school cooperation requires the efforts of both teachers and parents. Teaching managers have not made parents aware through more channels that the cultivation of children requires joint efforts from both schools and parents to achieve good results. They have also not taken effective measures to motivate teachers to actively engage in home school cooperation.

## 3. The Influencing Factors of Teaching Quality in Rural Primary Schools in Ganzi Prefecture under the Background of "Double Reduction"

### 3.1 Teaching Management Factors

#### 3.1.1 Difficulty in Introducing Highly Educated Teachers and Uneven Quality of Teaching Staff

Rural primary schools are located in remote areas with backward economic conditions, and there is a significant gap between the supporting facilities around the school and those in cities, making it difficult to introduce highly educated teachers. Young and excellent teachers consider their children's education and family's medical issues, and they often leave for better equipped urban schools whenever they have the opportunity, resulting in a large number of excellent teachers leaving rural primary schools; The remaining ones are local and older teachers who are unwilling to tinker anymore, resulting in uneven teacher strength.

#### 3.1.2 The Management Department Provides Limited Opportunities for Teachers to Pursue Further Education and Learning

### 3.1.3 The Tedious Work outside of Teaching Leads to a Lack of Energy for Teachers

Ordinary people have a low level of culture and outdated concepts, and the development and promotion of many local government tasks rely on schools to complete them. From top to bottom, many tasks unrelated to teaching, such as forest protection and fire prevention, telecommunications fraud prevention, and physical health statistics, are completed by school teachers, which takes up a lot of teachers' time and leads to a reduction in the time and energy that teachers truly use for teaching. After the implementation of the "double reduction" policy, teachers need to improve classroom teaching efficiency, scientifically and reasonably assign homework, timely evaluate students' learning situation, and provide after-school delayed services. Many tasks have exhausted teachers both physically and mentally, leading to the inability to improve teaching quality.

### 3.1.4 Insufficient Efforts by Educational Administrators to Promote Home School Cooperation

Teaching administrators attribute the lack of cooperation between home and school to parents, and generally believe that parents have not played a leading role in setting an example for students at home, just like the way the older generation manages children, only providing basic living guarantees for children and never caring about their learning. During winter and summer vacations, if a child does not complete their homework, parents will contact the teacher in advance to excuse the child. The cooperation between home and school only stays in the development of student activities, such as participating in student sports events. Parents will place all their expectations for their child's learning on the teacher. The cultivation of children requires the efforts of schools, families, and children in order to achieve good results. Although teaching managers have found the reasons for the lack of cooperation between families and schools, they have not taken corresponding solutions and have searched for ways of cooperation through multiple channels.

## 3.2 *Teacher's Factors*

### 3.2.1 Teachers Lack Advanced Educational Ideas and Concepts

Due to geographical factors, rural teachers have a long way to go to cities for learning and further education, and there is a significant gap between teachers in rural areas and those in urban areas. They are unwilling to go out and learn advanced educational ideas and concepts, and still teach according to traditional teaching methods, which makes it difficult to improve their teaching level.

### 3.2.2 Teachers Have Weak Self-learning Abilities

In today's rapidly developing economy and rapidly changing society, teachers must establish the educational philosophy of lifelong learning and continuously learn and recharge in their work to meet the needs of students' development. However, older teachers in rural primary schools have a "lying flat" mentality, do not actively learn new knowledge, are unwilling to explore the use of online teaching resources, and are not involved in the construction of textbooks and the development of school-based curriculum.

### 3.2.3 Teachers Lack a Sense of Teamwork

Online teachers lack a sense of teamwork and work independently in teaching, unwilling to share their lesson plans, PPTs, and other materials with other teachers. There is no teaching team formed among teachers, and teachers should play a collective role by conducting collective lesson preparation, exploring textbook content, discussing teaching methods, and improving teaching quality.

## 3.3 Student Factors

### 3.3.1 Poor Student Learning Foundation

In recent years, the awareness of education among parents of rural primary school students in Ganzi Prefecture has gradually increased. They know how to send their children to school, but their emphasis on education is still insufficient, and most children have almost no basic education. After sending their children to school, parents believe that their children's learning is solely the responsibility of the school and has nothing to do with themselves. They turn a blind eye to their children's learning and cannot even supervise them to complete their homework, let alone provide guidance and check on their homework, resulting in a poor foundation for the students.

### 3.3.2 Students Lack Motivation to Learn and Have Weak Self-restraint Abilities

Elementary school students have low cognitive levels and weak willpower. They have lived in remote areas since childhood and have little understanding of the convenience that knowledge brings to humanity, resulting in unclear learning goals and insufficient learning motivation. It is a child's nature to enjoy playing, and children with weak self-discipline cannot restrain themselves and actively engage in learning.

## 4. Optimization Path for Improving the Teaching Quality of Rural Primary Schools in Ganzi Prefecture under the Background of “Double Reduction”

### 4.1 Teaching Administrators Strengthen Guidance and Supervision over Schools

#### 4.1.1 Pay Attention to the Construction of the Teaching Staff and Improve the Level of Education in Schools

Teaching administrators should strengthen guidance and supervision over schools, and clearly stipulate that matters unrelated to teaching should not be left to school teachers to complete, but rather teachers should be devoted to teaching and nurturing students (Yang, 2022). Emphasize the construction of the teaching staff, coordinate the arrangement of teachers based on the school's class and subject offerings, and assign teachers with professional backgrounds in the subject to engage in teaching work in that subject. According to the “Four Good Teachers” standard, we will build a high-quality and specialized teacher team, increase training efforts for teachers, and provide them with opportunities for learning and training; Regularly conduct different types of training activities based on the actual situation of teachers. Give full play to the professional driving role of regional subject teaching backbone teachers and the platform support function of studios as teaching practical knowledge, provide suitable platforms for teachers of different professional levels to participate in regular teaching practice training,

observation, and discussion, and organize mixed professional training activities that combine “online” and “offline” from time to time. With the help of information technology, establish a convenient, equal, open, free, and shared operating mechanism (Li & Zhao, 2022). Through multiple channels, teachers can master professional knowledge, continuously improve their professional competence, and ultimately enhance the quality of teaching.

#### 4.1.2 Adhere to the Dual Development of Five Educations and Strictly Implement Art Courses

Under the background of “double reduction”, teaching managers need to develop plans, strictly implement the five education curriculum, and ensure that art courses are implemented according to the schedule. Incorporate labor education into the comprehensive education system, develop a guiding outline for labor education, optimize the curriculum structure of comprehensive practical activities, strengthen students’ life practice, labor technology, and vocational experience education, and coordinate household chores, school labor, and social labor. Widely carry out campus art activities, encourage schools to form characteristic art teams, and invite intangible cultural heritage artists, dancers or theater performers with various skills from society to volunteer, in order to enhance students’ artistic cultivation.

#### 4.1.3 Carry out Diversified Evaluation to Promote Student Development

Teaching evaluation is the “direction” and “baton” that leads classroom teaching reform (Wan, 2023), changing the traditional evaluation model based on teacher’s teaching theory, focusing on student development, and evaluating students in a diversified way. In terms of evaluation criteria, we will change the traditional single evaluation standard of the percentage system and adopt a five level scoring method of “A-excellent, B-good, C-medium, D-qualified, E-unqualified”. In terms of evaluation format, it is no longer determined by the scores of outcome based assessments, but focuses on process based evaluation, with classroom performance, homework, and reading as one of the indicators for evaluating students. The evaluation subject is no longer a single teacher, and can include student self-evaluation, group evaluation, parent evaluation, etc (Zeng & Zhang, 2021). Putting students at the center, conducting diverse evaluations, and promoting student development.

#### 4.1.4 Promote and Educate Parents to Enhance Their Awareness of Home School Cooperation

In the context of the “double reduction” policy, schools must integrate educational resources and work together with families to better utilize the effectiveness of education and improve teaching quality (Li, 2023). Cultivating children is a shared responsibility of both families and schools. Parents and schools should build an equal, mutually respectful, and trusting “alliance” relationship, actively contact teachers, understand their children’s learning status and performance in school, and actively cooperate with teachers to do a good job in educating their children in response to their existing problems. There are barriers, contradictions, and even conflicts between families and schools in rural primary schools. Teaching managers should actively spread scientific and rational educational concepts to parents, and timely and accurately convey educational policy information. Parents should learn about education policies from authoritative media, especially when encountering unclear issues such as education

reform and enrollment policy adjustments. They should learn more about the authoritative interpretations of education authorities or communicate directly with school teachers. Only through the collaborative efforts of schools, families, and children can we promote their growth.

#### *4.2 Teachers Change Their Mindset, Learn through Multiple Channels, and Continuously Improve Their Professional Competence*

##### *4.2.1 Multi Channel Learning, Continuously Improving Business Level*

Rural primary school teachers have a relatively low level of education and can improve their academic qualifications through on-the-job learning; Carry out online and offline learning through the Internet to update educational concepts; Observe teaching videos from renowned teachers and celebrities; Seek advice from experienced teachers in the school; Continuously reflecting on one's own teaching, discovering one's strengths and weaknesses, and improving one's business level through multiple channels.

##### *4.2.2 Update Teaching Modes and Explore Diverse Teaching Methods*

Most teachers adopt traditional teaching methods such as lecturing, simply imparting knowledge through indoctrination, ignoring the training objectives of primary school students, resulting in low teaching quality (Jiang, 2023). To improve the quality of teaching, it is necessary to innovate teaching methods, change the traditional teacher centered teaching method, and try to adopt student-centered inquiry based teaching, situational teaching, group cooperative learning, student mind map creation, role-playing and other teaching methods. While imparting knowledge, students' cooperation awareness, cognitive level and thinking ability can be enhanced.

##### *4.2.3 Efficiently Utilize the Classroom and Carry out Student-centered High-quality Teaching*

The quality of classroom teaching is an important component of primary school teaching quality, reflecting the quality of teachers' teaching. Teachers attach great importance to the subject status and role of students in classroom teaching, pay attention to their learning process, learning outcomes, and development, and encourage students to actively explore and learn; Design teaching activities based on a thorough understanding of students' existing knowledge, experience, and learning situation, as well as a grasp of the number of students and their actual needs; Design and assign homework based on students' cognitive level, abilities, and individual differences in a hierarchical manner; Carry out teaching and personalized guidance based on individual differences of students. Teachers efficiently utilize the classroom to carry out student-centered high-quality teaching, allowing students to perceive their own value and the joy brought by knowledge learning in the classroom.

#### *4.3 Home School Co-education, Turning Students from Passive to Active, Improving the Quality of Learning*

The growth of students cannot be separated from the effective guidance of school teachers, the active cooperation of parents, and the efforts of children themselves. Only by working together can we promote the better development of children. Parents should abandon the erroneous practice of

entrusting education to schools and work together with school teachers to form a sense of co-education, turning students from passive to active and improving the quality of their learning (Wan, 2023).

#### 4.3.1 Help Students Build Confidence, Enhance Their Enthusiasm and Initiative in Learning

Students are the main body of learning, and only by truly mobilizing their learning enthusiasm and initiative can the quality of their learning be improved. Interest is the best teacher, and frontline teachers and parents should start from their children's learning needs and interests, and maximize their students' subjective initiative in learning. Help newly enrolled students build their confidence in learning through praise and encouragement; For senior students, teachers and parents should recognize their children's autonomy and not take care of everything. Let children learn to learn actively and feel the joy of success in learning and life, constantly building their confidence in learning.

#### 4.3.2 Guide Students to Establish Reasonable Learning Goals and Stimulate Their Learning Motivation

Only with goals can there be motivation. Teachers and parents guide students to establish clear and feasible learning goals based on individual differences. Students feel the joy of success in the process of moving towards their goals, constantly stimulating their motivation to learn.

#### 4.3.3 Cultivate Students to Develop Good Study Habits

Teachers and parents should learn and understand the "double reduction" policy through multiple channels, effectively reducing students' academic burden while cultivating good study habits, such as pre class preparation, attentive listening during class, timely consolidation after class, and reading during spare time.

It can be seen that under the background of "double reduction", the quality of learning for rural primary school students, the quality of teaching by teachers, and the quality of management by teaching managers in Ganzi Prefecture all show different orientations. In order to narrow the gap between basic education in ethnic areas and developed areas, the education authorities of Ganzi Prefecture have implemented the "double reduction" policy based on local conditions. Teaching managers, teachers, students, and parents need to work hard from different perspectives to truly improve the teaching quality of rural primary schools.

### Fund Project

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